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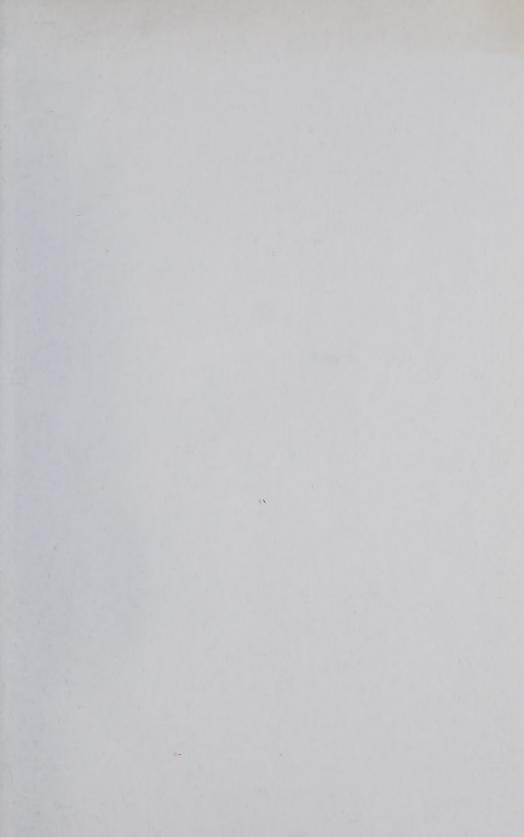
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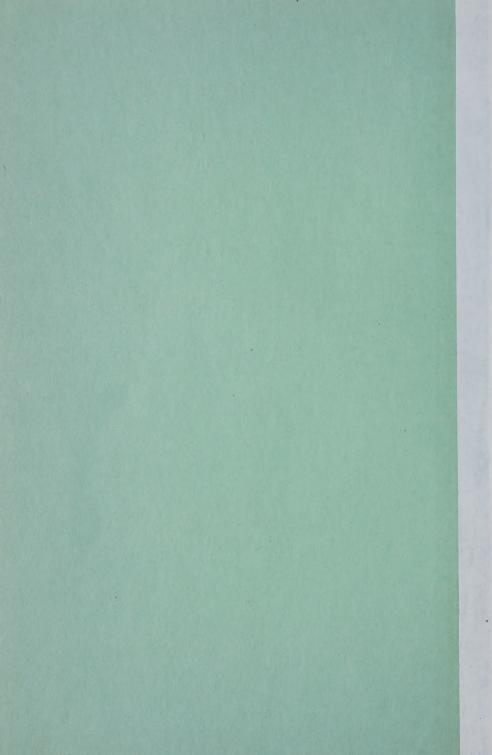
WORKSHOP FOR **COTTAGE COUNSELORS**

February 6-8, 1962

SAMARCAND MANOR

Eagle Springs North Carolina

BLAINE M. MADISON Commissioner of Correction Raleigh



PROCEEDINGS

of the

WORKSHOP FOR COTTAGE COUNSELORS

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FOREWARD

On February 6, 7, and 8, 1962, representatives from the cottage life department of each of the seven correctional schools of the North Carolina Board of Correction and Training and the Administrative Staff in Raleigh met in a workshop at Samarcand Manor, Eagle Springs, North Carolina.

This workshop grew out of the awareness of the need for this type of in-service training for people concerned with the refinement of the cottage life program in correctional schools in North Carolina.

This booklet contains the findings of each workshop session as well as an address by Blaine M. Madison, North Carolina Commissioner of Correction and quotes from an address by Kenneth Carpenter, Institutions Consultant of the Children's Bureau. Washington, D. C.

406914

LEADERS

Blaine M. Madison	Commissioner of Correction
Warren A. Ellis	Workshop Director
Willard L. Brigner	Supervisor of Psychological Services Board of Correction and Training
Reva Mitchell	Superintendent, Samarcand Manor

VISITING CONSULTANTS

- Dr. George Weber, Chief, Technical Aid Branch, Division of Juvenile Delinquency Services, Children's Bureau, Department of Health, Education, and Welfare, Washington, D. C.
- Mr. Kenneth Carpenter, Institutions Consultant, Technical Aid Branch, Division of Juvenile Delinquency Services, Children's Bureau, Department of Health, Education, and Welfare, Washington 25, D. C.

SPECIAL GUESTS

Mrs. T. H. Lever, 2000 Greenway Street, Charlotte, North Carolina

Dr. Arthur E. Fink, Dean, School of Social Work, University of North Carolina, Chapel Hill, North Carolina

WRITING COMMITTEE

Hoyt Sloop Sue Hill Robert Covington

Pohent Edwards Vety Powers Shorts Phytopi

Robert Edwards Katy Barnes Shanta Bhutani

ADDRESS

THE THERAPY OF AN ORDERLY CAMPUS CLIMATE

by

Blaine M. Madison

The universe as man knows it today is one of exact and concrete order. From dawn until dusk, from the rising until the setting of the sun, we see the earth follow the plan and routine of Him who created it. The planets function and perform in their respective places. The moon and the stars are as orderly now as they were in the days of Abraham, Isaac and Jacob.

When the birds in their custom, co-ordinate their migrations with the seasons of the year, they do it in an orderly fashion. When the great soaring flocks of wild geese circle to make a landing at beautiful Lake Mattamuskeet, on the Eastern shores of North Carolina, they arrive on the same day of each calendar year. Not only do they arrive on the same day of each calendar year, but they arrive at approximately the same hour every year. Their departing for the North in the Springtime is done with the same minute attention to schedule. The jonquils come up by the calendar, even though they may have to put their heads through the snow.

My friends, we see that effective function requires good order. When we want to implement policy, we prepare a standard order of procedure. A man by the name of Roberts became famous because he wrote a book called Rules of Order. Through the years his book has become the standard for parliamentary procedure.

Of course, we must hasten to say that order itself is not the objective, but it is significantly important as we devise the means by which the objective is achieved. Order is an important part of methodology. Like the intricate network of highways helps the traveler reach his destination, an orderly procedure is necessary in a Correction and Training School so that its many disciplinary facets can be brought into focus, and thus provide the student with the therapy and treatment he needs in the achievement of a rewarding and satisfying growth and development process.

The boys and girls who come to our institutions are those who

got out of order in their own communities. Frequently this getting out of order was through no fault of their own. But for some reason they got out of step with the orderly processes of community life which maintained a citizenship balance for other young people. They failed to keep step with students who attended public school regularly. Truancy from school is the most common first act of delinquency. In a research project the Gluecks made an investigation of 1,000 delinquent boys who had been brought before the Boston Juvenile Court. Eighty-five per cent were found to have been retarded to some degree in school. Sixty-two per cent were two years or more behind in grade. Eighty-five per cent of the offenders showed anti-social behavior in school, and sixty-four per cent had been truant. The average age of onset of delinquent behavior was that of the fourth grade in school.

This Workshop for Cottage Counselors has a specific purpose. According to the printed program, the purpose is to identify various techniques and procedures which will aid cottage supervisory personnel and Cottage Counselors in the refinement of the cottage life program, and to develope effective ways and means for implementing these techniques. I'm sure that with the distinguished leadership which we have for this workshop, we can reach this objective. We believe that the cottage life program in the Correction and Training Schools in North Carolina is of primary importance. Dr. Elmer H. Johnson, of the Department of Sociology at North Carolina State College, visited Jackson Training School and the Juvenile Evaluation Center last week. When he returned, he wrote me a letter which contained the following statement:

"Mr. Sloop took me to one of the cottages where I had a most stimulating discussion with a husband-wife counselling team. The physical atmosphere of the cottage is obviously an important step away from the institutional setting which serves as such a major barrier to rehabilitation. Because the cottage situation is the core of your treatment program, the cottage "Parents" are crucial.

As a Sociologist, this aspect of your program is of supreme interest to me. Two aspects strike my fancy, One is the matter of the subtle differentiation of the "parents" must strike between the creation of a pseudo-family relationship (since they are not blood and permanent parents, it must be "pseudo") and

the obvious right that they have to their own privacy and their own individual interest to afford the relief from tensions which are an integral part of any group life. Secondly, there are problems of social interaction in any social group of some 25 to 30 individual personalities even if there are blood ties. This means there must be some routinization of daily activities. Galbreith's book, "Cheaper by the Dozen" demonstrates this. This very routinization can be mistaken for impersonality and lack of concern for the individual. These two aspects illustrate the supreme importance of the subtle problem of the "parents" to meet the need for orderliness and respect for rights of others without the troubled youngsters feeling rejection or denial of their needs for ego-gratification on an individual basis. It takes more than love for children to meet this problem. I assume that this is one of the subjects of your counselor training program."

The Correction and Training School campus is the community in which our students must stage a comeback from delinquency to acceptable behavior. Like the Prodigal Son, they must find a return route, posted with signs and direction which clearly point the way. Our students must travel a road, sometimes even plod a weary way, which leads ultimately and eventually to identification with persons, practices, and places acceptable to the communities in which they live. The orderly campus climate should provide opportunities for students, while yet in the Training School, to identify with stimulating persons, with challenging practices, and with wholesome places. The Training School campus should not necessarily be a dull place for the students nor for the personnel. It should be an interesting place.

Now, what kind of Counselors do we need to achieve the therapy of an orderly climate? First, I think we need people with a sense of mission, people with a passion. Yes, we need people with a passion for the task to be done. Of course, passion alone is not enough. Passion alone will lead us off on many detours and cold trails. But we need passion coupled with the skill of reflection. Now reflection alone will not do. Reflection alone is a creeping paralysis which will detroy the vigor of any effort. But we need passion and reflection. And they go together on a Training School campus; they go together like flowers and springtime, like ham and eggs, like

love and marriage.

Cottage Counselors in the Social Service Agencies in North Carolina are better equipped to do this than ever before. Our Counselors have more training and experience than did their counterparts of a few years ago. The people in this room have excellent training, rich experience, tried and true skills and noble abilities. Many of you here have Bachelor's and Master's Degrees. I'm proud of Our Cottage Counselors. I'm grateful for the splendid job you are doing. I believe in the job which it is our responsibility to do, and I have great faith in the future of the correction and training program in North Carolina. I am confident that with the dedication which each of our Counselors has, and with the teaching skill which two of the most distinguished men in the entire American correctional field have, our workshop will exceed by far the expectations which Mr. Ellis has set up for it. I wish for each, and I wish for all of you, a very pleasant and profitable workshop.

SPECIAL FEATURES

Initial Luncheon Meeting

The workshop officially started with a luncheon meeting at Carroll Hall at 12:30 p. m., Tuesday, February 6. Participants, consultants, and guests were introduced at this time. The feature event of this meeting was an address, "THE THERAPHY OF AN ORDERLY CAMPUS CLIMATE," delivered by Blaine M. Madison, North Carolina Commissioner of Correction. This address is presented elsewhere in this book in its entirety.

Fashion Show

On Tuesday, February 6, at 7:30 p. m., workshop participants and students from Samarcand Manor were entertained at a fashion show presented by the Home Economics department of the school. Many beautiful dresses, suits, skirts, hats, and coats were modeled by the students who made them. The students' expert workmanship and quality of design selection reflected by the creations were very impressive.

Reception for Consultants

Immediately following the fashion show, workshop participants and guests attended a reception honoring our consultants, Doctor George Weber and Mr. Kenneth Carpenter. Refreshments were served and participants enjoyed impromtu remarks by each of the consultants as well as the opportunity for informal chats with them.

Tour of Arts and Crafts and Academic Department

Open House at the Arts and Crafts and Academic departments was held at 1:30 P. M. Wednesday, February 7. Mr. Harry Fisher, Assistant Superintendent and Principal, conducted a very informative tour for the workshop group. Each workshop participant was presented a hand woven souvenir while touring the weaving department.

Drama

On Wednesday, February 7, at 8 P. M., workshop participants gathered at Mitchell Hall for a dramatic presentation, "THE OLD WOMAN OF THE MOUNTAINS," by the distinguished Mrs. T. H. Lever of Charlotte, North Carolina. This outstanding presentation which featured the characterization of an humble, faithful, God loving mountain woman brought a standing ovation from the audience and will long be remembered as one of the major highlights of the workshop.

Address by Kenneth S. Carpenter

Prior to the presentation of Workshop Certificates of Attendance to participants the group heard an address, "THE CURRENT STATUS OF THE COTTAGE COUNSELOR," by Kenneth S. Carpenter. The following are quotes from Mr. Carpenter's address:

"We need to look at the meaning we have to the children with whom we work in our institutions."

and

"The many changes which have taken place in our institutions in recent years - changes in their use and changes in their value for children."

"In recent years institutions have changed in the kind of children we find in them, the additional services which we find today in our institutions, and the tremendous shift that has occurred in our overall goals from mass training to individual planning and care."

"The children we are most apt to see in our programs today are those who have difficulty in relating to people."

"If our purpose is to help a child return to the community as soon as possible, we must help him in his relationships with people. For relationships with the children under our care are significant avenues for personality growth and development."

"By helping the children in our cottage groups in their relationships with people and in their understanding of themselves and their problems, we can help their individual worlds become more satisfying, productive, and personally rewarding."

Final Luncheon Meeting

Doctor Arthur E. Fink, Dean, School of Social Work, University of North Carolina, was guest speaker at the final luncheon meeting held at 12:30 P. M., Thursday, February 8, in our new cottage, Mitchell Hall. Doctor Fink centered his address around the University's plans for requesting funds made available by Federal legislation setting up a three-year program of Federal grants to help prevent and control juvenile delinquency. He stated that the University had already applied for a grant to be utilized in training personnel for delinquency prevention and control work. These programs may include development of courses of study and short-term traineeships with allowances for travel and subsistence expense.

WORKSHOP REPORTS

THE ROLE OF THE COTTAGE LIFE SUPERVISOR

AND

HEAD COUNSELOR

IN THE

TRAINING SCHOOL

The Cottage Life Supervisor or Head Counselor with supervisory responsibilities is responsible for the organization, and implementation of the cottage life program. Most Head Counselors have, in addition to their supervisory responsibilities, responsibility for a cottage unit.

In general the supervisory process includes:

- I. Supervision of cottage personnel
 - A. General supervision
 - 1. Work schedule for Cottage Personnel
 - 2. Transfer of students within units
 - 3. Distributing supplies, etc.
 - B. Supervision of the orientation program for new cottage personnel
- II. Supervision of training program
 - A. Planning weekly Counselor meetings
 - B. Planning and implementation of program
 - C. Evaluation of program

D. Co-ordination of cottage life program with other departments of the institution

A stress was laid especially on the importance of continuity of relationships. It was recognized that a definite positive relationship should be established between the Counselor and the student and should be continued as long as possible. Because of the many conflicts the child has experienced in his previous life he must be exposed to non-conflicting staff procedures. He must feel a certain amount of freedom to communicate with any staff member. All channels which might be a pathway to the solution of some problem must be kept open. The responsibility of the supervisory personnel is to provide a program within the framework of institutional policy in which all staff members will be able to function both collectively and individually.

The aim of the supervisory personnel should be to develop in the student, through programing, a sense of belonging or self identification through this "therapeutic community" or training school. This is achieved by providing for the following:

- I. Physical needs
 - A. Food
 - B. Clothing
 - C. Articles of personnel hygiene
 - II. Wholesome atmosphere
 - III. Individual attention
 - IV. Interpersonal skills
 - V. Healthy competition

ORIENTATION

OF

NEW PERSONNEL

The exposure of the new Counselor to the philosophy of treatment, aims and objectives of the program, and purpose of the institution should be gradual. It may start before his arrival in the institution or immediately after.

The introduction to and implementation of policies should be initiated by:

- 1. A written manual which could be provided to the Counselor before or after his arrival
- 2. Orientation by the superintendent
- 3. Orientation by Cottage Supervisor
- 4. Observation

The new Counselor should be made aware of the environment he is about to enter. His success would depend a lot on the degree of knowledge and skill he brings into the job.

THE ROLE OF THE COUNSELOR IN THE TRAINING SCHOOL

I. Establishing home-like atmosphere in the cottage

A. The importance of a positive physical setting within the living unit was recognized and discussed by the group.

The following areas were covered:

1. Decorations

- a. curtains and drapes should be attractively arranged
- b. pictures and flowers contribute to home-like setting
- c. lighting should be properly controlled
- d. articles made by students (models, paintings etc.) can be effective if displayed
- e. trophies should be displayed in student assembly area.

2. Furniture

- a. type must be practical
- b. arrangements of furniture should lend as much as possible to informal, non-regimented atmosphere

3. Facilities available

- a. showers all students should be provided opportunities to maintain high standards of personal hygiene
- b. clothing compartment students need a definite place to keep own personal articles
- c. proper bedding and ample space should be provided in sleeping quarters. Students should be responsible for maintaining neat, well-made beds at all times. Sleeping area

should be well ventilated.

4. Architectural structures

- a. varying types of structures have a tendency to affect or make an impression on a student
- b. the students should have free access to various areas of the building as long as this privilege is not abused
- B. A positive welcoming attitude is of prime importance in the establishment of a favorable relationship between Counselor and student. Some noteworthy suggestion are:
 - 1. Reassure the student of the schools' value for him
 - 2. Be a support for the student in his initial exposure to the group
 - 3. Be patient with his short-comings and weaknesses
 - 4. Separate the student from his problem
 - 5. Above all, be friendly, firm and fair
- C. Regarding rules, regulations and routines the following suggestions are pertinent:
 - 1. Be consistant in enforcement
 - 2. Explain the need for rules, regulations and routine in an effort to get the student to realize their necessity within the institutional setting
 - 3. Be firm in enforcement
- D. The importance of organized recreational activities within the cottage life program was discussed. The following list of values supports the need for this program.
 - 1. It is a vehicle to develop group relationships
 - 2. It develops sportsmanship
 - 3. It provides for the expulsion of energy
 - 4. It gives opportunities for constructive thinking
 - 5. It provides opportunities for expression of anxieties

Counselors should participate as often as possible in these activities

- E. The necessity of a good organizational pattern within the cottage. This pattern should provide the following:
 - 1. Clear system of authority
 - 2. Rewards
 - 3. Relationships Student to Student
 Student to Counselor
 Counselor to Counselor
 - 4. Maintain channels for communication
 - 5. Provide information on the responsibilities of various individuals with whom the student might be concerned.

II. Building of relationships between the Counselor and student

There are numerous steps to be considered in building relationships between a Counselor and the student. As has been previously pointed out, a friendly and relaxed atmosphere must be formed. While doing this the Counselor should try to understand the student he is working with by determining if the student has a hurt, indignant, or resigned attitude. The Counselor should also try to determine the strengths, weaknesses, and aptitude of the student.

The Counselor must help the student to feel that Counselors can really be trusted, that they are truly interested in the welfare of the student, and that the student can come to them at any time for help. The Counselor should be a good listener, taking time and not rushing the conversation along. Listening is an art that takes little effort. To do this little favor will gain love and respect for the Counselor.

Oftentimes the Counselor is too domineering. He will not allow the students enough freedom. This could cause resentment forcing students to bind themselves more closely to one another out of loyalty and sympathy and preventing the Counselor from gaining entry to their real ideas and feelings. However, the Counselor can become closer to the student through activities or recreation which will give an insight into his past life and also provide an opportunity for the Counselor to give help and suggestions.

Another important step in building relationships is that of

helping the student to feel that he has been accepted. One way of doing this may be by praising him during group counseling since a student being accepted or rejected is oftentimes determined by the Counselor's feeling toward him. If he really feels that he has been accepted, his feelings will motivate him to compromise and cooperate so that he can live and function within the group.

III. Teaching by Example

A. Image Creation

The disturbed youngster even in his teens still looks, unconsciously and at times consciously, for a parental figure who could offer him a basic sense of protection. He is in need of a strong meaningful figure to help him with his weak controls. It is with this responsibility in mind that we discussed image creation. We recognized that many students would identify themselves with Counselors who possess good habits, virtues, and qualities, and would defend and uphold these qualities. The following are some questions which should be considered as the Counselor takes inventory of himself.

- 1. Am I careful to use acceptable language in the presence of students?
- 2. Do I conduct myself mannerly at all times?
- 3. Am I always plesant and respectful toward my fellow employees?
- 4. Do I yell at students?
- 5. Do I show to the student the same respect and manners that I require of him?
- 6. Am I consistant and fair at all times?
- 7. Am I careful not to show favoritism among my students?
- 8. Do I "practice what I preach?"

B. Staff Grooming

We as Counselors should remember that behavior patterns which will be most lasting are those which a student will learn from imitating the Counselor. A child tends to pattern after those he admires and after those to whom he feels a certain responsibility.

Therefore, the Counselor must set a high level of conduct as well as a high level of appearance. We recognized the following challenges as being very important in determining the degree of success a Counselor can achieve.

- 1. The Counselor should be personally neat at all times.
- 2. Clothing should be clean, well pressed, with no trace of perspiration odor.
- 3. Wear suitable clothing.
- 4. Hair should be neatly trimmed and combed.
- 5. Shoes should be shined and socks and stockings clean.

Our Consultant reminded us that all too frequently the student comes to us with a home background where stress on personal grooming has been lacking. Therefore, we should make every effort to expose the child to good practices in our program even to the point of denying ourselves food to control our weight.

IV. Group Guidance

Group guidance is one of the most essential procedures in organizing cottage activities in a training school.

It may be best to have a set day of each week for group counseling so that the child may bring ideas and problems to you at the planned meeting instead of coming to you at another time. This will allow the child opportunity to ventilate his feelings so he will not act out his feelings in other ways. Sometimes during group counseling a child will report things that have been going on in the cottage or on campus, but otherwise would keep it to himself.

There are different techniques to be considered in group counseling. We must be careful not to represent unreality, but be understanding and discuss each problem thoroughly so the child will leave the group with a feeling of less anxiety. We can usually tell if this is true by their expressions and actions. We should not put too much pressure on a student so that he will be afraid to talk.

If a personal problem arises during a group session we should let the child feel that he can come to us at any time and we will take time to discuss his problem privately, rather than have him feel that we are prying in front of the group. The very fact that we take time to sit down with him is very important.

In group counseling we can also learn the problems that need to be referred to the Social Worker. An unpleasant home atmosphere may be the reason for a child to feel that everyone is against him. We should let him know that our feelings are strong for him and what he is enduring, since what he sees and feels inside will have a big influence on his behavior.

V. Supervision

In the area of supervision, we discussed the approach of utilizing student self government, an approach in which the students elect a leader to whom the Counselor delegates certain limited responsibilities which the leader then exercises through a democratic group process. It was pointed out that such a system necessitates a close relationship between the Counselor and the student-elected leader. Otherwise, the Counselor may find himself confronted with a leader or a clique determined on destructive rather than constructive accomplishments, and of course, the destructiveness would probably be convert rather than in the open. So, at the risk of belaboring the point, there is a great need for the Counselor to be in very close contact with the student leadership.

There are limitations on the practicality of this approach as determined by the size of the group, the number of supervisors, and the type of student constituting the group. And of course, it involves careful planning, orientation, gradual inception, and follow-up. Nevertheless, it provides some meaningful experiences for students. It gives them an opportunity to participate in decisions, an opportunity to assume responsibility, and an opportunity to participate actively in matters important to group life.

THE SCOPE OF THE ORIENTATION PROGRAM

It was recognized by the group that the initial period of the students training should be the most carefully guided and planned phase of his training school experience. The most important aspect of the orientation program is to establish relationships which will aid and enable a new student in making a positive adjustment to group living processes.

It is desirable that committing judges and agencies be familiar with the philosophy and policies of the training school. Much resentment toward the judge, committing agencies, parent, community, and the training school might be averted if the child were properly prepared prior to admission. Also, transporting officers who are familiar with the philosophies and policies would be of great assistance in helping the child approach his commitment with a positive attitude.

The entire staff of the training school should be aware of their responsibilities toward establishing a good relationship with the new student as there is a possibility that any of them might be the first person the student will meet. Some rules which should be followed are:

- 1. All new students, upon arrival at the training school, should be channeled as soon as feasible to the Superintendent, Assistant Superintendent or a Social Worker for a word of welcome and a brief conference.
- 2. Information concerning the school and it's policies should be given to the new student gradually and in limited quanities. No student should be expected to absorb and retain everything at once. All the minute details concerning the school program furnished the same or similar information. should be discussed at a later date.
- 3. New students should be furnished upon admission a handbook or written general information pertaining to the institutional program. Parents or guardians of the student should be

- 4. Upon introducing the new student to the institutional program, he should be offered the opportunity of a conducted tour in order to become familiar with the campus. He should also visit and observe the various trades in their respective settings.
- 5. Student student relationships are especially important during the student's initial exposure to the training school and should be guided and structured with care.
- 6. Counselors should be constantly alert for a pseudo adjustment of the new student.
- 7. Competent and well qualified Counselors should be assigned to the reception cottage.

MAKING WEEKLY COUNSELOR MEETINGS MORE MEANINGFUL

In bringing a focus on weekly Counselor meetings the group first discussed the values which could be gained through participation. The following values were recognized.

- 1. The Counselor needs an outlet through which he can discuss special program emphasis in his cottage.
- 2. It becomes a channel for discussing current methods and techniques for problem solving.
- 3. It provides opportunities for meeting with representatives from other departments with emphasis on correlation of total program.
- 4. It provides the Counselor with knowledge of the total operation of the school.
- 5. It provides opportunities for planning and discussing methods for implementation of program.
- 6. It allows for opportunities for Counselors to have a voice in evaluation of the program.
- 7. It provides for in service training opportunities.

Suggested Techniques Which Can Be Used In Meetings:

- 1. Committee reports on preassigned topics
- 2. Panel discussions on pertinent problems
- 3. Individual reports by experienced Counselors who are especially successful in some phase of training program.
- 4. Presentation of professional articles and publications followed by discussion by group.
- 5. Scheduled talks by professional people

WORKSHOP SCHEDULE

Tuesday, February 6, 1962

11:00 - 12:00 Registration in Adm. Building

12:30 - 2:00 Luncheon Meeting at Carroll Hall

Presiding Warren Ellis
Invocation Robert Edwards

Lunch

Introduction of Participants

Introduction of Guests

Welcome Miss Reva Mitchell, Superintendent

Samarcand Manor

Address Mr. Blaine M. Madison

Commissioner of Correction

Announcements

2:30 - 5:00 First Workshop Session

GROUP A Lobby of Mitchell Hall

Kenneth S. Carpenter, Consultant

Topic: THE ROLE OF THE COTTAGE LIFE

SUPERVISOR AND HEAD COUNSELOR

IN THE TRAINING SCHOOL

1. Planning and execution of program

2. Orientation of new personnel

3. Implementation of training school policies

GROUP B Lobby of Carroll Hall

George H. Weber, Consultant

Topic: THE ROLE OF THE COUNSELOR IN THE TRAINING SCHOOL

1. Establishing home-like atmosphere in the cottage

Building of relationships in the cottage 2 Teaching by example 3 Image creation b. Staff grooming Group guidance by the Counselor 4. Individual counseling 5. Good housekeeping 6. 7. Supervision Dinner at Tufts Hall Fashion show at School Auditorium Reception honoring Consultants at Leonard Cottage Wednesday, February 7, 1962 Breakfast at Carroll Hall Second Workshop Session 9:30 - 12:00 Lobby of Mitchell Hall GROUP A Kenneth Carpenter, Consultant THE SCOPE OF THE ORIENTATION Topic: **PROGRAM** Importance of the orientation program 1. Factors controlling length of stay in the Reception 2. Cottage Development of orientation program 3. Relationship of orientation program to the total 4. institution Role of the Reception Cottage Counselor 5.

Carroll Hall

6:00

7:30

8:30

8:00

GROUP B

George H. Weber, Consultant

Topic: THE ROLE OF THE COUNSELOR IN THE

TRAINING SCHOOL (cont.)

12:30 Lunch at Gardner Hall

1:00 - 2:00 Open House at Arts and Crafts

Department and Academic School

2:30 - 5:00 Third Workshop Session

GROUPS A and B

Meet in Joint Session in

Lobby of Adm. Building

Kenneth S. Carpenter, Consultant

George H. Weber, Consultant

Topic: MAKING WEEKLY COUNSELOR

MEETINGS MORE MEANINGFUL

6:00 Dinner at Ireland Hall

8:00 Drama at Mitchell Hall

"THE OLD WOMAN OF THE MOUNTAINS"

by the distinguished Mrs. "Susy" Lever

Presentation of painting to Mitchell Hall

Thursday, February 8, 1962

8:00 Breakfast at Carroll Hall

9:30 GROUPS A and B Meet in Joint Session in

Lobby of Adm. Building

9:30 - 10:15 Summation - GROUP A

10:15 - 11:00 Summation - GROUP B

11:15 "THE CURRENT STATUS OF THE

COTTAGE COUNSELOR" by Kenneth S. Carpenter

Presentation of Certificates

12:30 Luncheon Meeting at Mitchell Hall

Invocation

Hoyt Sloop

Lunch

Introduction of Speaker

Blaine M. Madison

Address

Dr. Arthur E. Fink, Dean School of Social Work

University of North Carolina

Chapel Hill

WORKSHOP PARTICIPANTS

Kenneth Carpenter Warren Ellis Bill Noland Hoyt Sloop John Allen Mary Lou Bowers Robert Edwards Hallie Snyder Shanta Bhutani Roosevelt Williams Thomas Blue Dr. George Weber Willard Brigner Don Hill Sue Hill Joe Morris Willie White Gertrude Jones Robert Covington Barbara Barber Irene Roberts Connie Cameron Fannie Caulk Katie Barnes Katie Griffin Margaret Quinn

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This leaflet has been prepared and printed by the vocational printing class at Jackson Training School, Concord, North Carolina. It has been produced as part of the regular classwork activities and has provided students vocational training in composition, layout, design, typesetting, paper selection and assembly.

WORKSHOP

for

COTTAGE COUNSELORS

Feb. 5, 6, 7, 1963

SAMARCAND MANOR

Eagle Springs North Carolina

BLAINE M. MADISON COMMISSIONER RALEIGH

PURPOSE OF THE WORKSHOP

To identify various techniques and procedures which will aid cottage supervisory personnel and cottage counselors in the refinement of the cottage life program.

To develop effective ways and means for implement-

ing these techniques.

CONSULTANTS

Leadership will be provided by the following consultants from the Juvenile Delinquency Branch of the Children's Bureau, Washington, D. C.

Mr. Raymond L. Manella, Consultant on Diagnostic and Clinical Treatment Services in Institutions, Technical Aid Branch, Division of Juvenile Delinquency Service, Children's Bureau, Department of Health, Education, and Welfare, Washington, D. C.

Miss Elizabeth H. Gorlich, Consultant on Group Work Services, Technical Aid Branch, Division of Juvenile Delinquency Service, Children's Bureau, Department of Health, Education, and Welfare, Washington, D. C.

SPECIAL GUESTS

Honorable E. S. Heefner, Jr., Judge Forsyth County Domestic Relations Court Winston-Salem, North Carolina

Dr. Alan Keith-Lucas School of Social Work University of North Carolina Chapel Hill

Miss Ruth Jewell
Music Department
Board of Education
Raleigh, North Carolina

Members of Capital Square Dance Club Raleigh

WORKSHOP GROUPS

Workshop participants will be divided into the following two groups:

Group A - Supervisors, Chief Counselors, and Head Counselors with supervisory responsibility Group B - Counselors and Assistant Counselors

FEATURES

Luncheon Meeting

The initial luncheon meeting will be highlighted by an address by the Honorable E. S. Heefner, Jr., Judge, Forsyth County Domestic Relations Court, Winston-Salem, North Carolina. This meeting will convene in Mitchell Hall at 12:30 P.M., Tuesday, February 5.

Fashion Show

Workshop participants are invited to attend a fashion show presented by students of the Vocational Home Economics Department of Samarcand Manor. This event is scheduled for 7:00 P. M., Tuesday, February 5, in the school auditorium.

Reception for Consultants

Immediately following the fashion show Tuesday evening, all participants are invited to Ireland Hall for a reception honoring Miss Elizabeth Gorlich and Mr. Raymond Manella.

Square Dance

All workshop participants are invited to attend a square dance featuring the Capital Square Dance Club, Raleigh, North Carolina, under the direction of Miss Ruth Jewell, Music Department, North Carolina Board of Education and Mr. Wray Ferrell, Raleigh, North Carolina, who will be the caller. This event will be held in Samarcand's new recreation building at 7:30 P. M., Wednesday, February 6.

Final Luncheon Meeting

The final luncheon meeting will feature an address by Dr. Alan Keith-Lucas, Distinguished Professor of Social Work, University of North Carolina, Chapel Hill. This meeting will begin at 12:30 Thursday, February 7, at Mitchell Hall.

WORKSHOP SCHEDULE

Tuesday, February 5, 1963

11:00 - 12:00 Registration

Administration Building

12:30 - 2:00 Luncheon Meeting

Mitchell Hall Dining Room

Invocation Mr. Harry Fisher
Assistant Superintendent - Principal

Samarcand Manor

Lunch
Introduction of participants
Introduction of Guest

Mr. Warren A. Ellis Mr. Warren A. Ellis Miss Reva Mitchell

Superintendent, Samarcand Manor Introduction of Speaker Mr. Blaine M. Madison Commissioner of Correction

Address Honorable E. S. Heefner, Jr., Judge Forsyth County Domestic Relations Court Winston-Salem, North Carolina

2:30 - 5:00

First Workshop Session

GROUP A

Welcome

(Lobby of Staff Cottage)

Raymond Manella, Consultant

Topic: AREAS OF RESPONSIBILITY OF THE COTTAGE LIFE SUPERVISOR

a. The supervisory process and the role of the group supervisor in a modern training school

b. Problem solving in the cottage setting as seen from the point of veiw of the child, the counselor, and the supervisor

GROUP B (Lobby of Administration Building)

Elizabeth Gorlich, Consultant

Topic: MEETING THE BASIC NEEDS OF CHILD-

REN THROUGH AN EFFECTIVE COT-TAGE PROGRAM

a. Identifying and defining the needs of children

6:00 Dinner

Mitchell Hall Dining Room

7:00 Fashion Show School Auditorium

8:30 Reception Honoring Consultants
Ireland Cottage

Wednesday, February 6, 1963

8:00 Breakfast

Mitchell Hall Dining Room

9:30 - 12:00 Second Workshop Session

GROUP A (Lobby of Staff Cottage)

Raymond Manella, Consultant

Topic: AREAS OF RESPONSIBILITY OF THE COTTAGE LIFE SUPERVISOR

WORKSHOP SCHEDULE

c. Designs for preventing problems in cottages

d. Diagnostic and treatment potentials in cottage

e. The rationale for individual and group incentives or awards

GROUP B (Lobby of Administration Building)

Elizabeth Gorlich, Consultant

MEETING THE BASIC NEEDS OF CHILD-REN THROUGH AN EFFECTIVE COT-TAGE PROGRAM

a. What attitudes will be reflected by children who

are recipients of basic needs

12:30 Lunch

Mitchell Hall Dining Room

1:15

Conducted tour of cottages, Academic School, and Arts and Crafts Building

3:30 - 5:30

Third Workshop Session

GROUP A (Lobby of Staff Cottage)

Raymond Manella, Consultant

Topic: AREAS OF RESPONSIBILITY OF THE COTTAGE LIFE SUPERVISOR

f. New knowledge regarding the cottage subculture g. Common mistakes made by the cottage counselor

in supervising groups h. Discipline and control philosophies in cottage life

programs

GROUP B (Lobby of Administration Building)

Elizabeth Gorlich, Consultant

MEETING THE BASIC NEEDS OF CHILD-REN THROUGH AN EFFECTIVE COTTAGE PROGRAM

a. What are some methods and techniques we can employ to satisfy these needs

6:00

Mitchell Hall Dining Room

7:30

Square Dance Recreation Building

Presiding

Miss Ruth Jewell Music Department North Carolina Board of Education

Thursday, February 7, 1963

8:00 Breakfast

Mitchell Hall Dining Room

9:30 Joint Meeting of GROUPS A and B Lobby of Administration Building

9:30 - 10:15 Summation - GROUP A 10:15 - 11:00 Summation - GROUP B WORKSHOP SCHEDULE

Mr. Raymond Manella Address

Presentation of Certificates

12:30 Luncheon Meeting Mitchell Hall Dining Room

Mr. Warren A. Ellis Presiding

Mr. Bill Noland Invocation

Chief Counselor Juvenile Evaluation Center

Lainch

11:15

Reading

Ruth Joynes Studen Samarcand Manor

Introduction of Speaker Mr. Willard L. Brigner

Address

School of Social Work University of North Carolina Chapel Hill

Dr. Alan Keith-Lucas

Comments

Mr. Blaine M. Madison Commissioner of Correction

Miss Reva Mitchell Superintendent, Samarcand Manor

WORKSHOP PARTCIPANTS GROUP A

Raymond Manella *Warren A. Ellis Bill Noland *Hoyt Sloop John Allen Mary Lou Bowers Robert Edwards *Shanti Bhutani Fannie Caulk *Roosevelt Williams Vance Robertson

Connie Cameron

Consultant Director of Cottage Life Juvenile Evaluation Center Jackson Eastern Carolina Dobbs Farm Morrison Samarcand Samarcand

Leonard Juvenile Evaluation Center * Writing Committee

GROUP B

Elizabeth Gorlich Supervisor of Psychological Services *Willard Brigner Mary Ellen Huneycutt Wade Hunevcutt Nell Proctor Evelvn Baker Clifton Gore . Elizabeth Davis *Thomas Blue Alice Banks *Aurelia Young Artenia Howell Lolita Phillips

Morrison Morrison -.... Leonard Leonard Dobbs Dobbs Samarcand

Samarcand

Consultant

Jackson

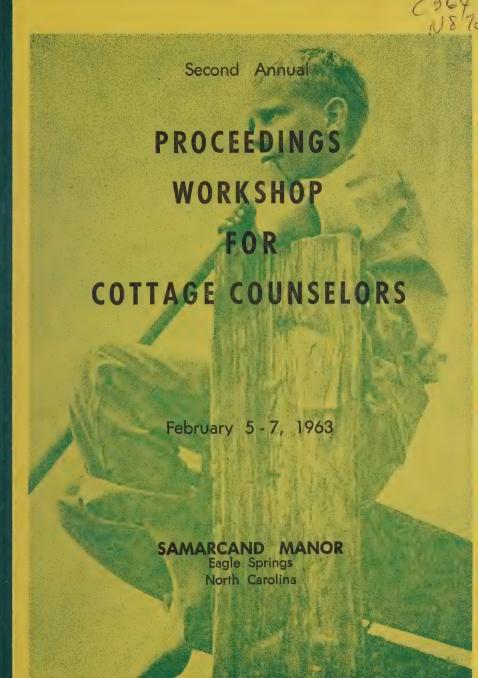
Jackson

Eastern

Eastern

*Writing Committee

THE VOCATIONAL PRINTING CLASS JACKSON TRAINING SCHOOL



BLAINE M. MADISON Commissioner of Correction Raleigh WARREN A. ELLIS Director of Cottage Life Raleigh "Correction and Training is not cheap, but it is much less expensive than crime."

THE HONORABLE H. CLIFTON BLUE Speaker of the 1963 North Carolina House of Representatives Second Annual

PROCEEDINGS WORKSHOP FOR COTTAGE COUNSELORS

February 5-7, 1963

SAMARCAND MANOR

Eagle Springs North Carolina

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FOREWORD

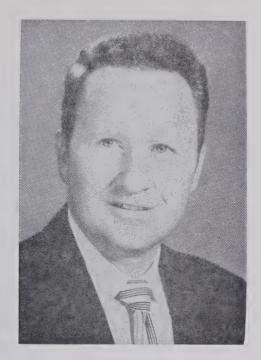
The Second Annual Workshop for Cottage Counselors was conducted at Samarcand Manor on February 5, 6, and 7, 1963. This method for teaching members of cottage personnel of the North Carolina Board of Correction and Training the latest, most modern, techniques, and philosophies regarding juvenile delinquency rehabilitation has proven to be of inestimable value in our staff training program. Participants leave the Workshop with a more clearly defined understanding and appreciation for the responsible positions which they fill. It is hoped that this media of staff training will continue to be accepted with the enthusiasm and appreciation which has been reflected by participants of this Workshop.



BLAINE M. MADISON

COMMISSIONER'S COMMENTS

The cottage life program in a juvenile correction institution is one of the vital and important areas of service. In North Carolina we are fortunate to have a well-defined pattern for cottage life service with purposes and objectives clearly understood. It is gratifying to note that the cottage life program continues to grow in effectiveness with the discovery of new methods and techniques. We are fortunate to have an extra ordinarily effective corp of cottage counselors in the juvenile correction schools. The interest and enthusiasm demonstrated by those in attendance at the Second Annual Workshop for Cottage Counselors is ample evidence that the people in this department have capacity for growth and are eager to further develop and refine their skills. This Workshop will have far-reaching results in helping North Carolina maintain its reputation for outstanding service and leadership in the field of juvenile correction.



WARREN A. ELLIS
Director of Cottage Life

ACKNOWLEDGEMENTS

I would like to express my appreciation to the following people for their unselfish, dedicated contributions without which this work could not have been so successful: Mr. Blaine M. Madison, Miss Reva Mitchell, Miss Elizabeth Gorlich, Mr. Raymond Manella, The Honorable E. S. Heefner, Jr., Judge, Dr. Alan Keith-Lucas, Mrs. Thelma Alpert, Mr. Willard Brigner, Mr. Walter Bryan, Mr. Dan Cameron, Dr. Harry Fisher, Mrs. Mary Mumford, Mrs. Amelie Sheffield, Mr. William Windley, Miss Ruth Jewell, Members of Capital Squares Square Dance Club, Miss Ruth Joyner and students at Samarcand Manor, Mr. Robert Readling and students of the Jackson Training School vocational printing class, and many others too numerous to list.



MISS REVA MITCHELL
Superintendent
Samarcand Manor

A special recognition is due Superintendent Reva Mitchell and the staff of Samarcand Manor for the cordial welcome and treatment received by Workshop participants during the three-day visit at Samarcand. The excellently prepared and served meals; the programs presented by the academic department; and the informative tour of the cottages all reflected a high degree of profficiency and is indicative of the quality of leadership present at Samarcand.

CONSULTANTS

Mr. Raymond Manella

Mr. Manella has been a Consultant on Diagnostic and Clinical Treatment Services in Institutions in the Division of Juvenile Delinquency Service, Children's Bureau, since December 1961.

Prior to that he had been Chief of the Division of Training Schools in the Maryland State Department of Public Welfare, While in Maryland Mr. Manella was responsible for the adminstrative supervision of Marvland's institutions for delinquent children, training schools, forestry camps, and a detention and diagnostic centerand for the interpretation of their programs to the state, Federal and community agencies and officials. Policy formulation and responsibility for the department's long range capital and operational planning were among his duties. Prior to this, Mr. Manella was employed by the Westmoreland County, Pennsylvania, Children's Society as the adminstrator of a 50-bed institution for the emotionally disturbed children. Earlier in his career, he served as Dean of the Middle School at the Children's Village in Dobbs Ferry, New York. This experience has given Mr. Manella an extensive background in the diagnostic and treatment practices in work with delinquent children as well as in the administration of these services.

Mr. Manella holds a B. A. from the University of Pittsburgh and his M. S. in social work from the School of Applied Social Sciences, Juvenile Delinquency and Sociology at Loyola Evening College and Graduate Division in Baltimore, Maryland.

Miss Elizabeth Gorlich

Miss Gorlich has been a Consultant on Group Services in the Division of Juvenile Delinquency Service, Children's Bureau, since January, 1963.

For the past four years she has been on the staff of the District of Columbia's institution serving the older delinquent boy and girl, Cedar Knoll School. Her responsibilities at the School have included supervision of the girls' program, Assistant Superintendent of the institution, and more recently, Assistant Institution Administrator. Her earlier experiences were with community group work agencies

in the District of Columbia, New York City, and Akron, Ohio, in addition to employment with the Red Cross and Girl Scouts programs.

Miss Gorlich is a graduate of Kent State University and the New York School of Social Work.

WORKSHOP LEADERS

Blaine M. Madison	Commissioner of Correction
Warren A. Ellis	Director of Cottage Life
Willard L. Brigner	Supervisor of Psychological Services
Reva Mitchell	Superintendent, Samarcand Manor

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Members of the Capital Squares Square Dance Club

WRITING COMMITTEE

Roosevelt Williams Hoyt O. Sloop Shanta Bhutani

Nell Procter Thomas Blue Aurelia Young

THE ROLE OF THE TRAINING SCHOOL IN THE TREATMENT PROCESS

By

E. S. HEEFNER, JR., JUDGE

I must tell you a little about this "boss" of yours, the man who introduced me. On October 26, 1962, at 2:50 p.m. he was in town and called the court--talked with the receptionist, left a specific flowery message, buttering me up with such flattery that the only possible result would be for me to accept the much later invitation to speak here--I could not refuse such a guy, could you? That is my sole justification for being here.

As a cottage parent you know more, now, than I will ever know about boys and girls with problems. You are specialists in that field. Every day you receive into your respective homes the choicest examples that North Carolina has to offer, picked over and selected by more than one hundred (100) juvenile judges in the state, moved out of their own homes to new surroundings for their protection, more often for the protection of the community, but to the "best interest and general welfare" of the child--committed or preferably entrusted to you, a total stranger, substituting for an important parent, and a failing community without further resources. You accept the responsibility of care, control, discipline, and constant supervision

I just mentioned, a failing community without further resources. This is not always true. There are many good foster homes available in many North Carolina communities. However, parents and foster parents have a great fear of failing in the training of their own or any teenagers. Many foster parents will not attempt the training job under any condition. This aversion should be studied and their attitudes changed.

A good juvenile training institution must be one of several resources the court can consider when the decision is reached to place the child outside his home. The court, after careful study of the child, makes the choice--notice, I said, a study of the child, not a study of the institution.

Frequently, in our court, after the decision to place is made, I have a feeling that we then attempt to over-sell your institution to

the child. It is most important that the child be prepared at home and in court to adjust to the idea of the training school and the advantages of the program for him. We must avoid the implication of punishment, but the other extremes of "ice cream twice a day" is too much. Your excellance in vocational training is well known, but it is not understandable to the child in court as an advantage. The most frequent question after a careful explanation of the school program is, how long do I have to stay.

Obviously, you and your team at school supply the answer to that question. He is your charge from here on, with exceptions, of course, he will some day return--shall we say, made over, as a new young man or woman.

The Report on the National Conference on Juvenile Delinquency June 28, 1954, under the Reports of Work Groups, Group eight (8), entitled "Our Institutional Treatment Program," indicates "the treatment program should be focused on the youngster's feelings and attitudes and should attempt to modify his concept of himself and his concept of his relationship to others." "Create, first, a relationship with some understanding adult." "Then the child can accept the entire training program. Every aspect of the child's life is a part of the treatment."

You learn to know the strengths and weaknesses of each child, you encourage where necessary. You give hope, love, trust, and have faith in each child. You live and care for "the least of these."

The primary objective of the institution is the social rehabilitation of the child -- how to live with each other in the school, so that upon returning home he has acquired a secret desire to live in peace and harmony; you pattern the program for the group, but gear it to the individual. It must meet the needs of each individual child.

You assume many roles for the child -- primarily that of a parent; a counselor of the court that sent him; the authority of the State of North Carolina; the friend; the teacher and principal; the coach and referee; the kindly boss on the job. The best characteristic of each position named; certainly, not in any way similar to those persons with whom he has previously come into conflict.

In the good training schools, such as we have in North Carolina -- you individually assume certain responsibilities. According to Mr. Maurice A. Harmon, Chief of the Bureau of Juvenile Rehabilitation of the State of Washington, the ten (10) foremost responsibilities

are:

- 1. Protection of the child
- 2. Dynamic staff-inmate relationships
- 3. A warm and secure institutional climate
- 4. Good physical care
- 5. Opportunity for education
- 6. Opportunity to acquire good work habits
- 7. Sufficient outlets for recreation and physical activity
- 8. Adequate clinical services
- 9. Qualified chaplains
- 10. Discipline (not punishment)

You will enjoy reading Mr. Harmon's article entitled "The Juvenile Court's Assumptions about Commitment" in January, 1961, issue of Crime and Delinquency (NCCD), page 42. If these responsibilities are met, the training school program is good and you are an integral part -- a vital part of that program.

We do not send you all of our worst children. All you receive are in the trainable group. They are usually more than truants from school. Most have been in court more than once or at least have been given the opportunity to adjust on probation and they have failed, or we have failed them. Frequently the child is in trouble for obvious reasons, such that any one of us under identical circumstances would have done the same or more than the child. Every student you receive is definitely a challenge to us -- in need of the best opportunities that can be placed in his way. You, the "Task Force," must go to work day and night -- time is so short. He grows older so soon! He has missed so much! What does he know of continuing value? What must he learn to get his feet on solid ground? Is there any hint of understanding, or has the world been too hard and cruel to him? Can the few good qualities be cultivated before summer comes?

Will the virtues, principles and true values be sufficiently learned at school to stand against the inadequacies of his family back home, against the old crowd? To illustrate - - does he know anything at all about the old stove? About the lid - - it looks cold --but it looks the same, hot or cold. How to tell when it is too hot? And about the handle -- how he can lift the hot lid and not get burned.

It grieves me deeply, it is your sorrow and mine, when the training school is referred to as a "Reformatory" - - a boarding school for untouchables. It is **our** duty, that it be known as a safe haven of learning - - no walls and no fences, except for the farm animals. It is not a last resort, it is a first in opportunity for many children.

Again, I say to you, you are the specialists - - the experts in the field.

May I suggest that you keep a running account of each of your children—their successes and failures. It could be your guide in the treatment of the next generation. Your reports on the progress of the child in the school are revelations to the individual counselor with my court. The failures produce heartaches there, too. You must know and make known to the child that someone else cares, also.

There is a certain laxness across the state in the acceptance of these children back in their own homes as socially rehabilitated. Perhaps you could help here, also, like the teacher's school report card--in writing, not check marks--Johnny needs to be loved on Thursdays--has become accustomed to singing in the choir every Sunday, etc.

May I express to you my appreciation for the opportunity to do research in your field in preparing to be here today. I read your first institute pamphlets; NCCD journals; Dr. Keith Lucas. All are good,—text books well known to you. The most interesting to me as a brief incitement was an article by Dr. James F. Berwald in the December, 1960,issue of Child Welfare, page seven (7). He recommends an adequate training program, or institute such as this, as proper treatment for the individual child. The key to the training of the cottage parent is to educate and help the parent acquire:

- 1. An integrated body of knowledge and understanding of children, and
 - 2. The ability to apply that knowledge.

What do we expect of a Training School--a child, a boy, a man, a miracle, of course.

SOME ABILITIES OF A GOOD HOUSEPARENT IN A CORRECTIONAL SCHOOL

by

Dr. Alan Keith-Lucas

Sometime ago Mr. Hyman Grossbard gave a paper at a national meeting on houseparent training which he called "What a Houseparent Needs to Be, Know and Do." I hope that some of you have read it. It is published by the Child Welfare League.

Today I am going to concentrate somewhat on the first of these questions, or, perhaps, a mixture of them: "What does a houseparent, or cottage counselor, or child-care worker (this is the latest and perhaps the most dignified term) have to be able to do?" This is because, in the last analysis, it is on what the child-care worker is and therefore is able to do that agencies have to rely. Despite meetings such as this, and in-service training and conferences, what the child-care worker is is more important than what he knows. What he is can be trained and developed, but this has to come from the inside out and cannot be pumped into him by book learning, films, or lectures unless he himself is willing to grow.

My job puts me into contact with literally hundreds of these important people. Last year alone I figure I met and talked with, in meetings such as this, more than a thousand child-care workers, most of them, I will confess, in institutions for dependents, but many in correctional settings and I am still not convinced that the difference is all that obvious. By and large these child-care workers are pretty exciting people. Gone are the days of the "matron" who was little more than a guard-housekeeper or attendant, who took little part in the recovery of the children under care and who was, in fact, merely keeping them and meeting their minimum physical needs while other people worked on them. The modern child-care worker is a proud professional, a member of a team working with and for a child, a valued participant in all decisions about the child, a big part in what happens to him - sometimes the biggest part of all. She-and the men will excuse the "she" since we are at Samarcand and by and large the women have it-she is an equal among equals and often the key to the whole question of whether a child finds something new in his experience in the institution or the school or goes through it untouched or even thrust further back.

What are the qualities of such a person? What should they be able to do? No one, I think, can answer this exactly. People are so different, and one person will do things one way and another another with essentially the same result. But I would like to put before you today some of the things that have seemed to me important as I have talked with houseparents and even more, with children who have been under their care. I do not pretend for one moment that this is an exclusive list. It is just a few things that I have recognized in the best in this field.

First, I believe, I would put the ability to set limits but not to control. Children, dependent or delinquent, generally respect and like the houseparent who can say, "This far and no farther." They appreciate firmness, even strictness of a sort. They admire the houseparent who can take a stand. But they resent and fret under the houseparent who controls, who is constantly fussing at them. who is afraid of anything that is the least little bit "out-of-line." or new, or even remotely dangerous - the houseparent who is always "nipping things in the bud," who doesn't know when not to overhear, who insists on perfection, who can't let her children out of her sight. For the most part these houseparents' children conform outwardly, at least, and she may be thought of as having the best cottage on the campus. It is no trouble to anyone. It lives to itself and runs smoothly. But inside it is often full of resentment and its children have learned nothing but how to manage adults and to dream of what they will do once they are out of here.

It is true that there is a new theory abroad in psychology today - that many delinquent children have had so little guidance at home that they are what we call "ego-deficient" - unable to make even the slightest reasonable wise decisions for themselves.

To these we are told that we ought to behave as loving "good" parents who make all their decisions for them, who guide them in everything that they do, in hope that they will learn a little wisdom from us. I am not doubting that we sometimes get such chidren. I am doubting that they are, for the most part, treatable in the ordinary training school, or that we should treat all children in this way because a few are this seriously damaged. And I doubt that what these children really need is the kind of control I have described, however gentle, or well intended. That is not the way that most

children grow and it springs from our weakness and not our strength. So I'll stick with our houseparent who stands no nonsense and who knows where to draw the line, but is tolerant up to this point and not afraid of letting children be themselves short of it.

Second, I would put the ability to discipline in a forgiving way. Again, we might get into some argument about a certain group of children - the so-called psychopath, or the child who seems to have no conscience. But for such children punishment of any sort seems to be ineffectual. Most of the children who come to us are still, I believe, suffering from being on the "outside." They are unloved, undisciplined, uncared for, unaccepted by the society they live in. Many carry deep within themselves a great deal of guilt for this situation. They know that somehow they are different. They think of themselves as basically bad. They wonder why no one cares for them. Some are angry about it, some sad, some hopeless and however they try to conceal it they have lost trust in adults, they have lost trust in themselves and all too often they have lost trust in God, in Providence, in the world being basically a good place to live in. Many of them, although they may appreciate the School's firmness and protection, feel pretty restricted and resentful at being here.

Some of these children need discipline but when the discipline is over they need more than anything else the sense of being restored to favor, to having the slate wiped clean. How deep man's need is for this feeling is shown, if I may be permitted to forget for one moment that I am a state offical addressing other state officals. that millions of Christians see this kind of restoring to favor as the central fact in their lives and believe that it was through forgiveness that sin was conquered once and for all. But to forgive in practice is not an easy thing. Some of the punishments we use, such as longtime restrictions of privilege, are most unforgiving things. Long after the child has learned his lesson he pays for it and feels cut off. And even more so, an institution is a hard place in which to feel forgiven. Too many people know what you have done. It is fatally easy to get a bad reputation, for everyone on the campus to expect the worst of one on the basis of past sins, to be thought of as the boy or girl who "needs watching" I am reminded here of one boy I know, a pretty constant offender, who tried to turn over a new leaf. That particular institution uses a Saturday work detail, affectionately known as the "chain-gang," as its primary punishment. Wayne

managed by what was for him an almost superhuman effort to keep off it for five weeks. The sixth week he slipped, to be greeted, as he reported for work with the supervisor's, "Well, well, here's a familar face." And he said to me, "If that's what they expect of me, why should I disappoint them?"

Third in my catalogue of the good houseparent's quality, and one particularly important for those in charge of adolescents, is the ability to understand and respect what is good in children's ways. This is becoming more and more a necessity as studies begin to show that much adolescent behavior today is not so much a rebellion against what society demands but an attempt to find a way of life that satisfies a child's need for adventure, for belonging to a group, for something less dull and mechanical and even less lacking in ideals than most of our city life today. Recent studies, for instance, of gangs in New York and other cities have shown that the leaders of these gangs, although they undoubtedly perform many illegal acts. are not "sick" or embittered boys. They are often the most stable. most able and most generous boys in the neighborhood. Their gangs have a strict code of honor, of solidarity, of fair play. One writer has likened them to King Arthur's knights who, with their willingness to get into a fight, their wild parties or drinking bouts, their rough and ready way with the women would certainly be delinquents in our nice civilized society of today. I would suggest that some of these children have much the same outlook on life that we find in Western pictures, which may account for the surprising popularity of such movies on TV.

Now we can't allow either King Arthur or Western behavior today. But we don't take away the need for it by simply calling it "bad". It meets a need in the child which we must meet halfway and understand and appreciate if we are to offer him a better way of meeting it. And last we should be thinking, "What have we to do with New York?"—a natural question from North Carolina. Let me say that I recently found a cottage in one of our institutions in our State, and in a Church Home at that, where these was a fully developed "gang" way of life. The couple who took over this cottage and finally licked it into shape did so partly by being very firm about what they would stand and what they wouldn't, but even more so because they were able to see a lot of what was good in what the boys were wanting. They shared the boy's desire for adventure and could

supply some of it even through hunting expeditions; they could see the attraction, even if they could not share it, in "rock-and-roll" or whatever kind of horrible noise the children found exciting; they could sympathize with the boys in their problems, their defeats and their triumphs with girls, and they never made the mistake of offending against the code of the group by using a boy as a stool pigeon a thing which our adult society does far too often today but which puts the kiss of death on a child.

Fourthly, I'd ask of my houseparent that he be willing to share, that he doesn't, in his new found importance, which is very real all the same, think he can do the whole job, whether his wanting to do so comes from a feeling of insecurity about how well he is doing, or he is that possessive sort who thinks in terms of "my" children who have to be bound to him by ties of love or friendship. The whole point about an institution is that it is a team, that children are free to find help from all sorts of different people, that all are needed and all can do their bit. Sometimes the major part of this helping may fall to the houseparent's lot. Sometimes it may be the psychologist, the caseworker or the school teacher, the work supervisor or the pastor. Sometimes it may be none of these, but one of those people whom I call, "The Department of Casual Relationships," the maintenance man or the bookeeper, who becomes the adult that the child learns to trust and who makes the difference. Sometimes the houseparent even had to be the person with whom the child works off his anger at the world. There seems to be two things to remember. The first is, that when we are dealing with children whose basic trust in adults has been damaged on the outside, the child cannot be pushed into relationships with them and indeed, the better we are and the more we want to be close to him and important in his life, the less we may succeed in doing anything but frighten him off. And the second is, that the child who fights us and who causes us all sorts of trouble is often the children who say to us, after they have left, "Thank you for all that you did for me." I know one detention home matron, who is the last kind of person you would think would be remembered favorably by children who had been under her care, and who was, in herself, what might be called a "rough diamond" of the very first water. But she had one very great quality. She was blazingly honest. She asked nothing for herself. She never pressed herself on children

or wanted to be anything but what she was, someone whose job it was to feed them, whack them, and keep them in reasonable order while they awaited the judge's decision, but years later responsible citizens who could well be forgiven for wanting to forget their stay in detention home would stop off while traveling through that city to see Mrs. H.

I think I would choose as my fifth attribute the ability not to be too good, to have a few human faults, and to remember what it is like to be young and tempted. Not only are perfect people very uncomfortable to live with, but one of the most dangerous things in trying to help other people is to have successfully solved the same problems oneself - or, rather, it is not to have solved them, but to have forgotten how hard they were to solve, how strong were the temptations and how nearly, perhaps, we ourselves took the wrong turning. While some sinners can remember and feel for the child who is faced with the lure of sex, or adventure, or rebellion or hardheartiness, all too many of us take the attitude, "I learned what was right and I have no patience with anyone who can't do the same." The smug saint, the person who can never admit he has been tempted or apologize for a wrong decision (which somehow goes with being too good and shows how unreal most of our goodness is) is very discouraging to children, which accounts for the fact that they often respond much more warmly to less perfect people. One of the things, I am sure, that made Saint Paul the most listened to man perhaps in human history was that he never pretended to be a saint, in the modern sense of the word. He was a saint only in the old sense. a man "called" or set apart to do a job and with all it keenly aware of what an imperfect fellow he was. Also, I think, I'd like to remind you as the world becomes more complicated, as people live closer together, how much harder it really is to be what is thought of as "good" than it used to be. I was quite a good boy, but some of the things I did, that had to do where I was brought up with apple orchards, fishing and unlawful entry on other people's land would have landed me today in the shadow of the juvenile court. Cannot some of you say the same?

This brings me to my sixth attribute, which shall be my last, although there are many others that we might discuss. This is the ability not to be offended or defensive about our actions when children do not like them, not to take a child's rebellion or dislike

personally, not to insist with the child that we, or the School, or the other staff members, are "only acting for your good." It may be true. I don't doubt it. But it isn't helpful. Very few children really want to be with you and if you refuse to understand this or to discuss this you only succeed in bottling up resentment. I remember very well the Sergeant I had in basic training, not the sort of person from whom one would expect understanding. But he found a quick way to our hearts. We had been drafted and had been told that we ought to be proud to be serving. We had not been allowed to express what most of us felt - that this was a dirty, unwelcome, even though necessary business. Even the so called psychiatrist at the induction center had asked me if I wanted to serve and when I told him truthfully "no" had given me a little lecture on my duty to my country, which of course was why I wasn't asking to be exempted as a conscientious ogjector although I was a Quaker and that didn't make me want to go any the more. But this sergeant started his lecture by acknowledging that we were here, that this was the Army, with all it's faults and inconvenience, that none of us wanted to be here, but here it was and so let's make the best we could of it. Houseparents sometimes ask me what you say to a child who tells you he dislikes you, or another staff member. What I would say is quite simple. It is, "That must be tough on you, for whether you like it or not you are going to have to live with me and Mr. J."

This ends then my list of abilities that the best child-care workers have. I'll run over them once more.

- the ability to set limits but not to control
- the ability to discipline in a forgiving way
- the ability to understand and respect what is good in children's ways
- the ability to share
- The ability not to be too good and
- the ability not to be offended or defensive.

There are, of course, many others, some of them born in a person, such as good health, a sense of humor, a dedication to one's work, imagination, patience and all the virtures you can think of. But I have chosen these six for two reasons. First, I believe that they are qualities that otherwise good people sometimes do not have. They are, in fact, somewhat unusual abilities, necessary for this job but nothing which, if you don't have them, you could be

quite successful in some other kind of job. In fact not a few excellent people but not so excellent child-care workers have none of them and are highly respected. These people can watch but not set limits, they can discipline but somehow cannot convey forgiveness with it, they are "above" understanding the child's world and disapprove of it, they like to do the whole job themselves, they pride themselves on their behavior and they, in their own words, "can't stand ingratitude or disrespect."

But secondly I have chosen these attributes from among the hundreds I might have chosen because they are things that I believe each one of us can work on in ourselves. They are not impossible goals. Nothing is more discouraging than to be told, for instance, that one ought to have a skill or an I.Q. or a training that one doesn't have, because there is nothing one can do about it. I hope that what I have said has not felt like that to you. I believe each of you to be capable of developing the abilities I have outlined today, in part at least, if you really want to do so. Some of you, of course, may not want to do so, and I don't want to pretend that gaining the self-discipline necessary (for that is really what it is-self-discipline in the service of children) is either easy or cheaply done. But it is, I think, possible and some of you, I know, are a long way along the road already. I hope that you'll perservere to the end.

WORKSHOP REPORTS

THE PRIMARY GOALS OF THE TRAINING SCHOOL

The primary missions or goals of training schools as Group A interpreted them are as follows: (1) treatment, (2) re-education, and (3) rehabilitation of the child. But first, in order to treat, reeducate, and rehabilitate the child we must try to understand how he develops for only through a change in his development processes will we accomplish the above goals. The child grows as a unit in mind, body, and personality. He is born into a culture and is subject to powerful influences of home, school, and community. He is also subject to deep-seated growth forces which shape his individuality. We are concerned with all phases of the childs growth; his sense of self, his anxieties, his attitudes, his appreciation for person and property, and his respect for self. The training school, through reeducation and treatment must provide ways and means to channel these growth trends in the direction which will initiate the change necessary for complete rehabilitation. We must seek ways to equip the child with new values if we are to attain our goals.

We cannot overlook the fact that the child has a legal status determined by the courts when he enters the training school. He is our responsibilty. In order to treat the child we must hold the child; however, we must be aware of the dangers and pitfalls involved if we allow this responsibility to become our major achievement and take precedent when determinations relative to treatment processes being considered.

ASPECTS OF SUPERVISION

IN THE

MODERN TRAINING SCHOOL

In the second Workshop session the group discussed some responsibilities of the people who have supervisory positions. In diring and co-ordinating their program activities we felt that knowledge of the following aspects were of prime importance.

1. Administrative Aspects

- a. We should be familiar with administration or governing policies of our organization. Not only familiar but believing in and supporting unfaulteringly its policies. You cannot effectively teach that which you do not believ.
- b. We should have a knowledge of the institutional framework in which we function, and we must be able to make clear to supervisors their responsibilities within this framework
- c. We must at all times adher to and encourage supervisors to follow clearly defined channels of communication in any matter which involves other personnel, other departments, or department heads.

2. Teaching Aspects

- a. We as supervisors are teachers and a certain percentage of our time should be oriented toward teaching. One of our responsibilities is to keep ourselves well informed on current trends, publications, new concepts, new techniques, and to be especially sensitive to the need for change of program from time to time.
- b. When it is necessary for the supervisor to wear "two hats", i.e. to play the duel role of supervisor and worker, he should be aware of the importance of being a model in both responsibilities. We should take the "mirror test" from time to time-evaluate ourselves honestly and without bias-then if that which is reflected is not satisfactory we should explore every available way and means for being a better model and for designing means and establishing procedures which will put us in the position of being a part of the solution rather than a part of the cause

of problems.

3. Evaluation of Personnel

- a. We must be an evaluator or judge. We must make decisions about people. We must be able to face up to the responsibility of evaluating and assessing the quality of work. The good supervisor must be able to divorce or detach himself from his own personal feelings and remain objective in making all decisions.
- b. We should have a systematic method (possibly a well-designed rating sheet) for evaluation of all phases of the supervisee's work which reflects in achieving the total goal of the institution; his work habits, grooming, attitudes, cooperativeness, punctuality, initiative, leadership abilities, etc.

4. Research Aspects

- a. We should be able and interested enough to contribute through research ideas which are practical and those which are not. Management should be responsible for passing on information relative to current practices to other interested disciplines.
- b. We must at all times be on the alert to find out what makes a child succeed in the face of seemingly insurmountable odds and negative surroundings rather than emphasizing so much what makes the child fail and return to an institution.

THE SUPERVISORY PROCESS

In discussing the supervisory process we considered the following three major segments of the supervisory functions: the development of supervisory relationships, the supervisory conference, and staff meetings.

The development of supervisory relationships is a major responsibility of the supervisor. The objective of the supervisor is to develop a positive one-to-one relationship between supervisor and supervisee, to share his successes, failures, problems, thoughts, feelings, and experiences. The accomplishment of this goal will further enhance the supervisors' effectiveness as a communications agent since materials and ideas received can be the basis for future staff development meeting.

A supervisor must make use of his own observations, reports from staff members, reports of caseworkers, students and other channels or avenues of communication. He should be on guard less he allow himself to become complacent or sterotyped to the extent that he will resist knowledge or block progressive changes. He should be open-minded and determined in his search for new ideas. New ideas, new concepts, and new techniques which are relative to the treatment process are indispensable and of prime importance in working with the juvenile delinquent.

The supervisory conference is a specific supervisory tool where, in regular scheduled meetings, we may develop teamwork and intensify our efforts in working with the delinquent. It is based on the idea that when people exchange work experiences with other workers in a conference situation, they are helped to recognize and understand many ideas, feelings, and concepts of their co-workers. It is held in the presence of a skilled leader and many day-to-day situations are discussed with the intention of developing better ways and means for effectively administering these situations. Supervisory conferences may be conducted either as a group or on an individual basis. The effectiveness or ineffectiveness of the conference will be determined by the approach and competence of the leader.

The staff meeting may be utilized as an educational-instructional meeting or as an informative meeting. The educational meeting should be a formal type meeting and should have as its major

purpose the in-service training of participants. Consultants, films, professional people, workshop discussions, and other media to obtain information can be used effectively here. Changes in or clarifications of governing policies and other pertinent data can best be presented in this type meeting.

The informational meeting can be conducted as an informal meeting. This is usually a general business meeting and in many cases is conducted as a trouble-shooting meeting where various day-to-day situations in the training school are discussed and possible solutions suggested.

Working with delinquents in the cottage setting is a challenging responsibility. Profficiency is not conferred on people at the time they are employed but rather is the result of experience in the institutional setting coupled with the exposure of the worker to a well-designed staff training program over a period of time. It is the responsibility of the supervisory personnel to take the initiative in securing resources and providing opportunities for staff growth.

THE RATIONALE FOR INDIVIDUAL AND GROUP INCENTIVES AND AWARDS

In initiating the discussion on the effectiveness of a good incentive and award program it was the consensus of opinion among group members that we should make a clear distinction between an award and basic rights. The group unanimously felt that no basic right should be denied children. The following rights were listed as some in question:

- 1. food
- 2. shelter
- 3. clothing
- 4. to be loved
- 5. To see parents as long as parent does not contribute to their delinquent behavior or aggravate any emotional problem.
- 6. opportunities to play

The group then recognized an award as anything which can be given above and beyond that which is a right of the student.

The group felt that awards should be given to meet the need of a student's tremendous drive for recognition and status. These awards can be given verbally or through tangible or material things. In either event the award wil be more meaningful and carry a greater significance if some status is given to its presentation. A student appreciates the receiving of awards in a formal, well-planned ocassion. Compliments in the presence of an audience are more meaningful than those presented on the unwitnessed individual basis. Children like to see their names in the school paper. Thus the method and procedures involving the presentation of awards can mean much to the incentives and awards program.

The following is a list of standards which we felt are very important and should be included in the establishment of a meaningful award program.

- 1. The award system should be clearly defined in order for staff and student to clearly understand it.
- 2. A careful selection of awards can prove a great asset toward achieving the therapeutic atmosphere. It is impor-

- tant that it relate to the total plan of treatment for the child as he progresses through the institutional program.
- 3. Awards should be given which will appeal to the individual or the group receiving them.
- 4. We should be aware of calculated risks involved in any award program and should never punish the group by denying an award on the basis that only one or two members of the group did not merit the award or misbehaved during the presentation of an award or program.
- 5. The award system should receive frequent evaluation and revision if it is to be effective. Too often we allow our award system to become outmoded resulting in its failure to achieve the results expected by staff and administration.
- 6. The status of a few should not be elevated when there is danger of depressing the status of many. It is best not to designate one cottage as the "honor cottage" but all cottages should have the right and opportunity to become "honor cottages".

In surveying the awards and incentives presently used in our schools the following were listed as being successfully used in the program:

A. Personal Awards for Individual Achievements

- 1. Home Visits
- 2. Off-Campus trips
- 3. Citations on printed forms
- 4. Recognition at group meetings
- 5. Free movement on campus
- 6. Honor classification
- 7. Presentation of gifts, medals, etc.

B. Group Awards for Group Achievements

- 1. Off-Campus trips
 - a. athletic events
 - b. community events
 - c. concerts
 - d. movies
 - e. educational events

f. visits to local colleges

- 2. Scouting program
- 3. Parties, dances and other socials
- 4. Picnics
- 5. Hunting and fishing trips
- 6. Camping program
- 7. Visits from local armed forces representatives

C. Awards and Incentives For Future Consideration

- 1. Co-ed social events
- 2. Off-Campus work program
- 3. On-Campus use of community resources.

Awards properly organized and operated will play a useful role in motivating children constructively. The delinquent boy or girl especially needs to experience positive rewards. However, too great an emphasis on an award program could produce a superficial atmosphere or adjustment which covers up problems of which we should be aware in order to achieve a more permanent adjustment.

MEETING THE BASIC NEEDS OF CHILDREN THROUGH AN EFFECTIVE COTTAGE PROGRAM

I. Identifying and Defining the Needs of Children

The needs of children do not necessarily change when they are committed to a training school. This fact was dramatically portrayed when our initial group was divided into two smaller groups: One being given the responsibility of listing the needs of children outside the institution setting and the other the responsibility of listing the needs of children in our training schools. The needs on the lists of each group were almost identical. The following is an outline of some of the needs which were discussed in this Workshop group..

A. Physical Needs

1. Food

We are all aware that a well-balanced diet, attractively served, with enough to go around, is of great importance in the rehabilitative process. Our responsibility in this area is challenging. We should encourage youngsters to try new foods when they are served as well as direct them to the best of our abilities in the mechanics of properly serving and eating meals.

2. Shelter

Children appreciate attractive, well-kept, orderly, comfortable surroundings. Drab depressing surroundings will lower moral among training school children as well as other children. We must not lose site of the fact that the effect of drab, unattractive surroundings may tend to be more severe in a training school, because the youngster in the training school lacks the outlets he had in his home and community.

3. Clothing

Adequate, attractive, and stylish clothing holds much importance to the teenager of today. They are wanted and needed by girls especially and the trend is for teenage boys of today to have a greater appreciation for

clothes that are sufficiently stylish and attractive. The general philosophy of today, relative to clothing, is to get away as much as possible from sameness or uniformity.

B. Emotional Needs

1. Love

Not the smothering, "catering to," type of love but love whereby limits are placed by you the counselor on his or her actions; love which demonstrates fairness; which includes a sense of forgiving; which lets the youngster know that you truly care and that you have his or her interest at heart.

2. Understanding

Here the inner child is sought so that we might have a deeper appreciation for the child's emotional life and that we may recognize children which are in need of specialized professional help which we are unable to give.

3. Security

The need to belong - to know what is going to happen to him from day to day - is of paramount importance to any child. If he is t_0 develope to the limit of his capacities he must feel secure in his actions and feel confident in the role he is to play in the institution. When limits are set and consistently adherred to then children feel more secure in their surroundings.

4. Responsibility

An appreciation for the value of time and pleasures received through accomplishing a task on his - her own are priceless values received when children are given responsibilities which are within their abilities to complete. Attitudes toward responsibilities and work are very important. A good attitude is usually the result of a climate where the work assignments are reasonable and well planned. We as counselors should not overlook the importance of giving the child recognition he wants and deserves when a task is completed.

C. Spiritual Needs

It was pointed out in our discussions that the child should be taught the value of attaining and living up to a set of acceptable moral standards. We can expose the child to these standards by establishing a pattern of religious activities for the child, but we must not lose sight of the fact that a growing faith in God flourishes much better in an atmosphere where trust in adults around the boy or girl is also growing.

D. Miscellaneous Needs

- 1. The needs for child rights.
- 2. The need for privacy.
- 3. The need for respect for authority to have explained the reasons for rules and regulations.
- 4. The need for self-discipline the child should and must have his faith and respect for himself restored.
- 5. The need for recreation and play.

The value of good sportsmanship, respect for others, working together as a team, learning to lose at times, can be taught through recreation. We need to expose the child to as many positive experiences as possible because his previous life has generally been over shadowed with negative experiences. Play releases tension, relieves anxiety, provides opportunity to "let off steam" helps develop a feeling of self-confidence, provides physical benefits, offers adventure, and strenghtens relationships with those involved. Play is of inestimable value in the treatment of the child.

6. The need for a sense of creativity.

A child should be encouraged to try his hand at many things in order to find things he does best. When these are brought to surface we should encourage the child in these areas putting much emphasis on his sense of accomplishment and responsibility.

In summarizing our session on needs of children in our schools, we included (in addition to physical, emotional, spiritual, and mis-

cellaneous,) educational and social needs.

The category of social needs was developed to include needs for recreation, companionship, and an awareness of the social graces. It was brought out that there are few, if any, places in society which d_0 not require a ability to get along with others.

Some discussion was devoted to whether one category of needs could be considered more important than another: however, it became apparent that a person is a combination of many needs, and it is difficult, if not impossible, to determine which is primary.

II. Attitudes Which Are Reflected by Children to Our Care

It was brought out that many children entering an institution exhibit fear. The causes of a child's fear were seen to be many and varied. First, there is his fear of the unknown; there is a fear of what the people in the institution will do to him; and a fear of how the institution experience may or will change him. Later in the institution experience, we may expect to see a fear of failure, fear of going against the group, and a fear of the future - a fear of release.

Hostility was brought out as an attitude often reflected by the child entering the training school. This "chip on the shoulder" attitude was seen by the group as most often a shell or protective barrier against people. It often reflects an attitude of anti-authority, although it was recognized that adolescents go through a period of natural rebelliousness as they move toward feelings of independence.

The group members saw attention-seeking as a frequent attitude reflected by the institutional child. It is often seen in feinged illness, fighting, fault finding, snitching, and lying.

It was generally agreed that the training school student will attempt, and perhaps too often is successful, in manipulating people. This attitude or tendency was also recognized to be an occasional staff weakness.

It was pointed out that sometimes we will be working with a child for whom we have a definite dislike. In that event, there is nothing wrong with recognizing that feeling, but we ought then to ask why we feel as we do, remembering that the child's care is our responsibility and that it is our job to be flexible in our relationship with the child.

It was brought to the group's attention that consideration had been concentrated on the negative attitudes a child has or brings to the institution. It was readily recognized that positive attitudes were sometimes reflected by a child. In this connection, eagerness to profit from the institution experience was mentioned as well as acceptance of reality in the sense of the student recognizing his true life situation.

Final discussion was devoted to the relative importance of the intelligence quotient. The IQ, it was pointed out, is but one yardstick of many yardsticks which measures potential for social maturity, school acheivment, etc. The counselor must work with the whole child, and he must avoid seeing less than the total picture presented by a student.

III. Methods and Techniques We Can Employ to Satisfy These Needs

One philosophy that we use in North Carolina is "Rehabilitation by Programs, Methods, and Techniques."

The question was raised by the group as to the meaning we applied to the term program. Just what is a program? The group decided that a working definition was "Everything that takes place in the treatment process or rehabilitation."

The child is ever watchful for someone to emulate-usually a staff member. Therefore, members of a staff should always avoid friction among themselves, especially the cottage parent. Also, avoid friction between cottage parents and teachers, etc. It was suggested that there should always be an open invitation between departments to visit other departments.

We next discussed "Methods of Punishment." The following suggestions were made:

1. Always try to find out the reasons that may underlie a childs' actions. This espcially has reference to the first group discussion on the need for understanding. It was suggested that the counslor should try to take care of a discipline problem when it happens. Never allow time for the child to worry and wonder about what is going to be done to him because of a misbehavior. This will oftentimes cause the child to harbor undue feelings of anxiety which can lead to undesirable forms of behavior.

The group next discussed "How to Treat Students as Indviduals." The question was raised at the very outset of the discussion as to whether or not problems sometimes arise in the employment of methods used to bring about this end. There was an agreement by the group that methods were used and in some instances problems did arise. Some of these methods suggested were:

- 1. Let the student use his or her own imagination and ingenuity.
- 2. Give them responsible jobs to do. However, counselors must govern the responsibility placed on the job to be done and not allow duties of one child to far exceed those of another for the other child may become jealous and resentful.
- 3. Individual recognition on special occasions, such as the sending of cards on a student's birthday and at Christmas time, etc.
- 4. It was also suggested that time be allowed for informal recreation where the child is allowed to talk freely about himself and become better acquainted with the counselor.
- 5. The instituting of a club program such as: activity clubs, ping-pong clubs, debating teams, and scouting.

A program that meets these needs is very necessary. In meeting these needs we dispel the bad attitudes that the student often brings to the institution. In other words, what you do and how you do is measured against the philosophy of rehabilitation.

Always remember the dignity of each child with whom you work. When a child is to be reprimanded it is better to do this away from the group avoiding embarrassment.

In conclusion the group agreed that a major responsibility of the counselor is to direct our work toward making our schools places which will help youngsters restore in themselves a feeling of self-respect and a warmth toward other people. These qualities will aid them tremendously in becoming a successful, contributing citizen in their respective communities.

HOME AWAY FROM HOME

by

Ruth Joyner

(The following article appeared in the December, 1962, issue of THE PINE BURR, which is Samarcand Manor's quarterly news publication. It was presented at the final luncheon meeting of the Workshop for Cottage Counselors by Miss Joyner and is reprinted here with her permission.)

I would like to tell you about the cottage where I live, Leonard. This beautiful modern building is named for the former Commissioner of Correction, Mr. Sameual E. Leonard. Fifty girls live here, and this is one of six cottages on our campus.

Leonard is a cottage where fun and happiness go hand in hand with the necessary work. The girls enjoy sharing the chores and taking part in all group activities. Miss Bhutani and Miss Martin, our counselors, are two very fine ladies who seem like mothers to all the girls in many respects. If we have problems that are bothering us, we are always free to discuss them with either Miss Bhutani or Miss Martin. And certainly after discussing them we feel much better.

We always are assured of good wholesome meals and who doesn't like to eat. Like the other cottages on our campus, the meals are prepared in our own kitchen by the girls under the supervision and guidance of a staff member. Our supervisor is Miss Doris Cameron, who is always on hand to give instruction and advice in the preparation and serving of our meals.

Every morning when the girls get up we first do our household tasks. We are then called to our living area to have our morning devotional program before we have breakfast. After breakfast everyone is in a hurry to get out to school or to our assignment, whatever the case may be. When our four hours of school are over, we are always glad to return and freshen up before lunch.

After lunch we get ready to go back out to school or our assignment, according to our schedules. I am in the twelfth grade in the morning and I go to beauty shop in the afternoon to receive training and experience in this department. In the afternoon, when we get in from school, we study or rest. When supper is over, the girls have a study hour in which they can do their homework for

the next day. Then we watch television, listen to records or read magazines. Soon it is time for us to get ready for bed.

On Saturdays we go to the canteen for "snack-shopping" and to recreation. We have a very good time participating in different games and sports. In addition to these activities we watch television or have some other form of entertainment. Some of the special treats we enjoy on Friday and Saturday nights are talent shows, (in which the girls imitate favorite television celebrities), dancing and parties.

On Sunday morning we review our Sunday School lesson with all the girls taking part in this quiet hour. Then we go to our levely chapel and have Sunday School. We rotate with other cottages in assisting the teacher with the scripture reading and prayer.

So you see, we don't think of Leonard Cottage as just a cottage, but as our home away from home.

SPECIAL FEATURES

Initial Luncheon Meeting

The Honorable E. S. Heefner, Jr., was the guest speaker at the in tial Luncheon meeting held in Mitchell Hall dining room on February 5, at 12:30. Judge Heefner chose as his topic THE ROLE OF THE TRAINING SCHOOL IN THE TREATMENT PROCESS. This address is found elsewhere in this book in its entirety.

Fashion Show and Glee Club

On Tuesday, February 6, at 7:30 P. M. Workshop participants were treated to a fashion show by students of the Home Economics Department supplemented with songs by the Samarcand Glee Club. The audience marveled at the beauty of the individual creations modeled by the students. This, along with the fine glee club music, proved to be an exceptionally fine program.

Reception for Consultants

Immediately following the fashion show Workshop participants and staff members from Samarcand attended a reception at Gardner Cottage honoring Miss Gorlich and Mr. Manella. Counselors from Gardner Cottage were hosts to the group and all enjoyed an opportunity for informal chatting along with the delicious refreshments.

Tour of Samarcand Manor

On Wednesday, February 7, at 1:30 P. M. Workshop participants enjoyed a very informative tour of the cottages, academic and vocational departments at Samarcand Manor. Each member of the group was presented a hand woven dresser scarf as a souvenir upon touring the weaving department.

Square Dance

The feature evening attraction on Wednesday was a square dance held in Samarcand Manor's new recreation building at 7:30

P. M. Miss Ruth Jewell from the Music Department of the North Carolina Department of Public Instruction directed the event. Miss Jewell brought with her nine members of the Capital Squares Square Dance Club of Raleigh who entertained the group with some very impressive dances. The students of Samarcand also enjoyed the opportunity to participate in some new dances under the capable direction of Miss Jewell. This entertainment proved to be quite popular with Workshop participants after a hard day in the classroom.

Presentation of Certificates

Members of the Workshop groups were presented Certificates of Attendance to the Workshop for Cottage Counselors by Blaine M. Madison, Commissioner of Correction. Prior to these presentations Mr. Raymond Manella, Workshop Consultant, spoke to the group. The following remarks summarize Mr. Manella's address:

Mr. Manella stated that he had thoroughly enjoyed his visit to Samarcand Manor and felt that Samarcand Manor was the type of institution to which North Carolina might point with pride. He also stated that the men and women he had met during the Workshop for Cottage Counselors were absolutely essential to the success of institutional rehabilitation programs for delinquent children. He pointed out that without the leadership being provided by the North Carolina Board of Correction and Training under Commissioner Blaine Madison and the enthusiasm, energy, and skill of the members of Mr. Madison's staff and the personnel of the various institutions, that the program in North Carolina could not have been developed to its present stage. Mr. Manella commended the persons attending the Workshop for their interest in reviewing current practices and in accepting the possibility of change as new knowledge was accumulated and made available to them.

Mr. Manella traced briefly the dimensions of the problem of juvenile delinquency in America. He pointed out that if present population trends continue as many as 8 million children under 18 might be brought to the attention of the police by 1970. The effect of this on training schools would be severe. It may be necessary to construct additional facilities and to expand others. Mr. Manella concluded by pointing out that a large part of the attack on the problem of delinquency must be based upon more adequate local community

services for the diagnosis and treatment of socially and psychologically maladjusted children. He mentioned specifically, aftercare, probation, child welfare, mental health, police, and detention services for children.

Final Luncheon Meeting

Dr. Alan Keith-Lucas was the feature speaker at the concluding luncheon meeting Thursday, Febuary 7, at Mitchell Hall. Dr. Keith-Lucas chose as his topic SOME ABILITIES OF A HOUSE-PARENT IN A CORRECTIONAL SCHOOL. This address is presented elsewhere in this book. Workshop participants also enjoyed a speech entitled HOME AWAY FROM HOME which was written and presented by Miss Ruth Joyner, a Samarcand student, and is printed elsewhere in this book.

WORKSHOP SCHEDULE

Tuesday, February 5, 1963

11:00 - 12:00 Registration

Administration Building

12:30 - 2:00 Luncheon Meeting

Mitchell Hall Dining Room

Invocation Mr. Harry Fisher

Assistant Superintendent-Principal

Samarcand Manor

Lunch

Introduction of participants Mr. Warren A. Ellis Introduction of Guests Mr. Warren A. Ellis

Welcome Miss Reva Mitchell

Superintendent, Samarcand Manor

Introduction of Speaker Mr. Blaine M. Madison

Commissioner of Correction

Address Honorable E. S. Heefner, Jr., Judge

Forsyth County Domestic Relations Court

Winston-Salem, North Carolina

2:30 - 5:00

First Workshop Session

GROUP A

(Lobby of Staff Cottage)

Raymond Manella, Consultant

Topic: AREAS OF RESPONSIBILTY OF THE COTTAGE LIFE SUPERVISOR

a. The supervisory process and the role of the group supervisor in a modern training school

GROUP B (Lobby of Administration Building)

Elizabeth Gorlich, Consultant

Topic: MEETING THE BASIC NEEDS OF CHILDREN THROUGH AN EFFECTIVE COTTAGE PROGRAM

a. Identifying and defining the needs of children

6:00 Dinner

Mitchell Hall Dining Room

7:00 Fashion Show

School Auditorium

8:30 Reception Honoring Consultants

Gardner Cottage

Wednesday, February 6, 1963

8:00 Breakfast

Mitchell Hall Dining Room

9:30 - 12:00 Second Workshop Session

GROUP A (Lobby of Staff Cottage)

Raymond Manella, Consultant

Topic: AREAS OF RESPONSIBILTY OF THE COTTAGE LIFE SUPERVISOR

b. The rationale for individual and group incentives or award

GROUP B (Lobby of Administration Building)

Elizabeth Gorlich, Consultant

Topic: MEETING THE BASIC NEEDS OF CHILDREN THROUGH AN EFFECTIVE COTTAGE PROGRAM

a. What attitudes will be reflected by children who are recipients of basic needs

12:30 Lunch

Mitchell Hall Dining Room

1:15 Conducted tour of cottages, Academic

School, and Arts and Crafts Building

3:30 - 5:30 Third Workshop Session

GROUP A (Lobby of Staff Building)

Raymond Manella, Consultant

Topic: AREAS OF RESPONSIBILITY OF THE COTTAGE LIFE SUPERVISOR

c. New knowledge regarding the cottage subculture

GROUP B (Lobby of Administration Building)

Elizabeth Gorlich, Consultant

Topic: MEETING THE BASIC NEEDS OF CHILDREN THROUGH AN EFFECTIVE COTTAGE PROGRAM

a. What are some methods and techniques we can employ to satisfy these needs

6:00 Dinner

Mitchell Hall Dining Room

7:30 Square Dance

Recreation Building

Presiding

Miss Ruth Jewell
Music Department
North Carolina Department
of Public Instruction

Thursday, February 7, 1963

8:00	Breakfast Mitchell Hall D	Breakfast Mitchell Hall Dining Room	
9:30		Joint Meeting of GROUPS A and B Lobby of Administration Building	
9:30 - 10:15	Summation - Gl	Summation - GROUP A	
10:15 - 11:00	Summation - GR	Summation - GROUP B	
11:15	Address	Mr. Raymond Manella	
	Presentation of Certificates		
12:30	Luncheon Meet Mitchell Hall Di		

Presiding Mr. Warren A. Ellis

Invocation Mr. Bill Noland
Chief Counselor
Juvenile Evaluation Center

Lunch

Reading

Ruth Joyner Student Samarcand Manor

Introduction of Speaker

Mr. Willard L. Brigner

Address

Dr. Alan Keith-Lucas School of Social Work University of North Carolina Chapel Hill

Comments

Mr. Blaine M. Madison Commissioner of Correction

Miss Reva Mitchell Superintendent, Samarcand Manor

WORKSHOP PARTICIPANTS

GROUP A

Raymond Manella
Warren A. Ellis
Bill Noland
Hoyt O. Sloop
John Allen
Mary Lou Bowers
Robert Edwards
Shanta Bhutani
Fannie Caulk
Roosevelt Williams
Vance Robertson

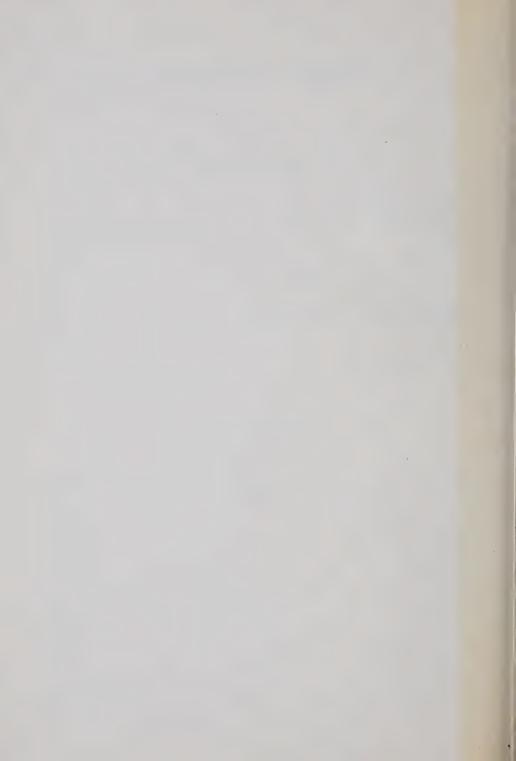
Consultant
Director of Cottage Life
Juvenile Evaluation Center
Jackson
Eastern Carolina
Dobbs Farm
Morrison
Samarcand
Samarcand
Leonard
Juvenile Evaluation Center

GROUP B

Elizabeth Gorlich
Willard Brigner
Mary Ellen Huneycutt
Wade Huneycutt
Nell Proctor
Evelyn Baker
Clifton Gore
Elizabeth Davis
Thomas Blue
Alice Banks
Aurelia Young
Artenia Howell
Lolita Phillips
Connie Cameron
Albert Miller

Consultant
Supervisor of Psychological Services
Jackson
Jackson
Eastern
Eastern
Morrison
Morrison
Leonard
Leonard
Dobbs
Dobbs
Samarcand
Samarcand

Juvenile Evaluation Center





This leaflet has been prepared and printed by the vocational printing class at Jackson Training School, Concord, North Carolina. It has been produced as part of the regular classwork activities and has provided students vocational training in composition, layout, design, typesetting, paper selection and assembly.

Third Annual

WORKSHOP

for

COTTAGE COUNSELORS



February 4 - 6, 1964

SAMARCAND MANOR

Eagle Springs North Carolina This booklet has been prepared and printed by the vocational printing class at Jackson Training School, Concord, North Carolina, it has been produced as part of the regular classwork activities and has provided students vocational training in composition, layout, design, typesetting, paper selection and assembly.

NORTH CAROLINA BOARD OF JUVENILE CORRECTION Raleigh

Third Annual

Workshop

for

Cottage Counselors

Samarcand Manor February 4 - 6, 1964

PURPOSE OF THE WORKSHOP

To identify various techniques and procedures which will aid cottage supervisory personnel and cottage counselors in the refinement of the cottage life program.

To develop effective ways and means for implementing these techniques.

CONSULTANTS

Leadership will be provided by the following consultants:

Charles E. Lawrence, Institutions Consultant Technical Aid Branch Division of Juvenile Delinquency Service Childrens Bureau Department of Health, Education and Welfare Washington, D. C.

Hansel H. Hollingsworth, Associate Director Group Child Care Project School of Social Work University of North Carolina Chapel Hill, North Carolina

WORKSHOP GROUPS

Workshop participants will be divided into the following two groups:

Group A - Supervisors, Directors of Cottage Life, and Head Counselors with supervisory responsibilty

Group B - Counselors and Assistant Counselors

KEYNOTE SPEAKERS FOR THIRD ANNUAL WORKSHOP FOR COTTAGE COUNSELORS

Honorable Terry Sanford Governor of North Carolina

Honorable H. P. Taylor, Jr. Member of North Carolina House of Representatives

Miss Mae D. Holmes Superintendent Dobbs Farm

KEYNOTE SPEAKERS AT PAST WORKSHOPS FOR COTTAGE COUNSELORS

Dean Arthur E. Fink

Honorable E. S. Heefner, Jr.

Dr. Alan Keith-Lucas

Commissioner Blaine M. Madison

P47892

FEATURES

Initial Luncheon Meeting

The Third Annual Workshop for Cottage Counselors is highly honored in having The Honorable Terry Sanford, Governor of North Carolina, as guest speaker at the initial luncheon meeting. This meeting will convene in Carroll Hall at 1:00 P. M., Tuesday, February 4.

Music and Folk Game Demonstrations

Workshop participants are invited to attend a musical and recreation program presented by students of Samarcand Manor. This program will be directed by Mrs. Thelma Alpert, Music Director, and Miss Cora Donaldson, Recreation Director. It is scheduled for 7:00 P. M., Tuesday, February 4, in the gymnasium.

Reception for Consultants

Immediately following the program in the gymnasium workshop participants are invited to Tufts Hall for a reception honoring Mr. Charles E. Lawrence and Mr. Hansel H. Hollingsworth.

Open House and Dinner Meeting at Leonard Training School

On Wednesday afternoon at 4:00 P. M. workshop participants will travel to Leonard Training School for open house and a dinner meeting. Miss Mae D. Holmes, Superintendent, Dobbs Farm, Kinston, North Carolina, will be the featured speaker for this event.

Final Luncheon Meeting

The final luncheon meeting will feature an address by the Honorable H. P. Taylor, Jr., Member of North Carolina House of Representatives. This meeting will convene in Carroll Hall at 12:30 P. M., Thursday, February 6.

WORKSHOP SCHEDULE

Tuesday February 4, 1964

11:00 - 12:30 Registration

Administration Building

1:00 Luncheon Meeting

Carroll Hall

Presiding

Warren A. Ellis

Invocation Henry W. Parker Superintendent, Morrison Training School

Lunch

Music

Samarcand Manor Chorus Directed by Mrs. Thelma Alpert

Fashions

Created and modeled by students of Samarcand Manor Vocational Home Economics Department under direction of Mrs. Amelie Sheffield

Introductions of Consultants and Special Guests

Warren A. Ellis

Welcome

Miss Reva Mitchell

Greetings:

Mrs. John L. Frye Member Board of Juvenile Correction

W. R. Collins Chairman, Advisory Board Board of Juvenile Correction

Lee Bounds, Director
Training Center on Delinquency
and Youth Crime
Institute of Government

John R. Larkins
President's Advisory Committee
on Juvenile Delinquency and Youth
Crime

Comments Blaine M. Madison
Commissioner

Presentation of Governor

T. Clyde Auman
Vice Chairman
Board of Juvenile Correction

Address Honorable Terry Sanford Governor of North Carolina

Presentation Sandra Horne

3:00-5:00 First Workshop Session

Group A (Lobby of Staff Cottage)

Charles E. Lawrence, Consultant

Topic: The Development of Positive Staff
Attitudes: The Key to an Effective
Program

Group B (Lobby of Administration Building)
Hansel H. Hollingsworth, Consultant

Topic: The Way Students Act to Tell Us Something

6:00 Buffet Dinner Carroll Hall

7:00 Music and folk game demonstrations in gymnasium

8:30 Reception Honoring Consultants
Tufts Hall

Wednesday, February 5, 1964

8:00 Breakfast Carroll Hall

9:30 - 11:30 Second Workshop Session

Group A (Lobby of Staff Cottage)

Charles E. Lawrence, Consultant

Topic: Co-ordination of Staff Skills Toward a Common Treatment Goal

Group B (Lobby of Administration Building)
Hansel H. Hollingsworth, Consultant
Topic: Special Problems and Their Treatment

12:00 Lunch Carroll Hall

1:30-3:00 Third Workshop Session

Group A (Lobby of Staff Cottage)
Charles E. Lawrence, Consultant
Topic: Responsibility for Professional Growth

Group B (Lobby of Administration Building)
Hansel H. Hollingsworth, Consultant

Topic: Interpreting the Values of Group Living to Students

4:00 Travel to Leonard Training School for Open House and Dinner Meeting

6:30 Dinner Meeting
Leonard Training School

Presiding Hoyt O. Sloop
Assistant Superintendent

Jackson Training School

Invocation Oscar W. Harrell, Jr. Head Counselor, Leonard Training School

Dinner

Music Leonard Training School Choir Under Direction of Willie E. Harris

Welcome and Recognition

of Special Guests William R. Windley
Superintendent

Leonard Training School

Comments Blaine M. Madison
Commissioner

Introduction of Speaker Mrs. Edna B. Taylor Member

Advisory Board

Address: Mobilization of Resources for Young People in Trouble

> Miss Mae D. Holmes Superintendent, Dobbs Farm

Presentation Leon Goins Student, Leonard Training School

Thursday, February 6, 1964

8:00	Breakfast Carroll Hall		
9:00	Vocational School. Gr	ttages, Academic School coup A assemble at Staff roup B assemble at Adn begin tour.	Cot-
10:30	Joint Meeting of Gro (Administration Build	_	
	Summation: Groups	A and B	
	Address	Charles E. Law	rence
10:30	Presentation of Certi	ficates	
12:30	Luncheon Meeting Carroll Hall		
	Presiding	Warren A.	Ellis
	Invocation	. Mr. Harry W. F. Assistant Superinter Samarcand M	dent
	Lunch		
	Introduction of Speak	er Blaine M. Mac Commissi	
	Address: Juvenile Co	orrection in North Caroli Honorable H. P. Taylor Member of North Caro House of Representa	r, Jr. olina
	"Twenty-Four Others	and Me" Donnie Cock Student, Samarcand M	
	Presentation	Rochelle Student, Samarcand M	
	Comments	Miss Reva Miterintendent, Samarcand M	

WORKSHOP PARTICIPANTS

GROUP A

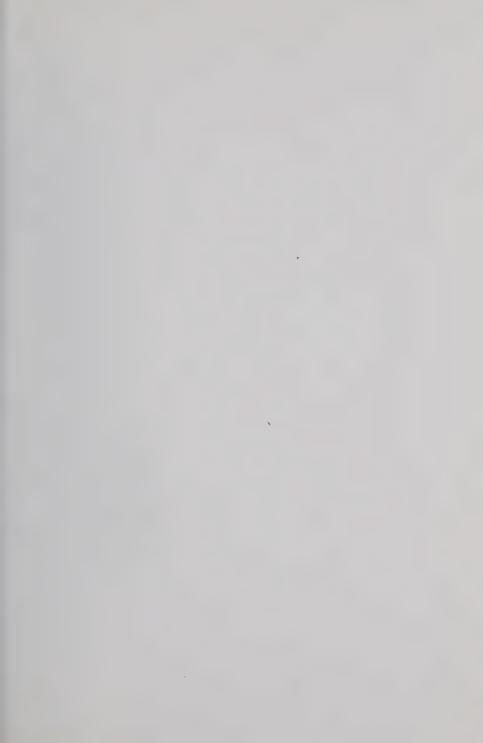
Charles E. Lawrence	
*Warren A. Ellis	
*Bill Noland	
Hoyt Sloop	
John Allen	
Irene Roberts	
Robert Edwards	
*Shanta Bhutani	
Fannie Caulk	
Roosevelt Williams	
Lawrence Johnson	-

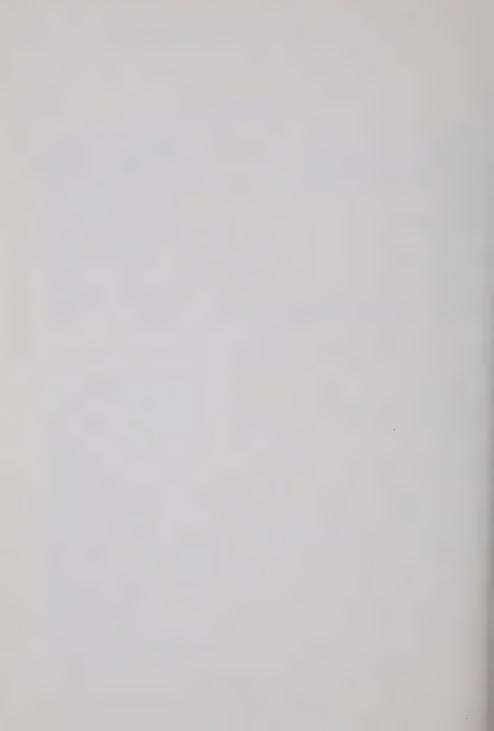
Consultant
Director of Cottage Life
Juvenile Evaluation Center
Jackson
Eastern
Dobbs Farm
Morrison
Samarcand
Samarcand
Leonard
Director of Psychological Services

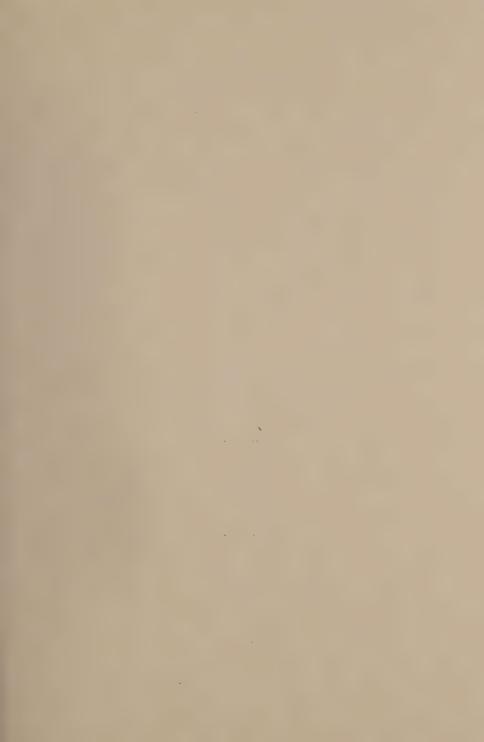
GROUP B

Hansel Hollingsworth
*J. Walter Bryan
Sam Hinson
Wauleen Hinson
John Bain
Mavis Bain
Anna M. Winston
*Martha Watkins
Lolita Phillips
Jean Coe
*Billy Price
Dorothy Watts
Robert Covington
Norma Johnson
*David Harvey
Jeanette Stackhouse
Dan Cameron

Consultant Director of Education Jackson Jackson Eastern Eastern Dobbs Farm Dobbs Farm Samarcand Samarcand Center Center Morrison Morrison Leonard Leonard Director of Farms







HONORABLE TERRY SANFORD

Governor of North Carolina

BOARD OF JUVENILE CORRECTION

* * * *

C. A. DILLON, Chairman
T. C. AUMAN, Vice Chairman
PAUL B. BISSETTE
ELTON EDWARDS
MRS. JOHN L. FRYE
MRS. C. L. GILLIATT
M. S. HAYWORTH
JOSEPH W. NORDAN
STEED ROLLINS
DR. C. F. STROSNIDER

BLAINE M. MADISON

Commissioner

* *

WARREN A. ELLIS
Director of Cottage Life

* *

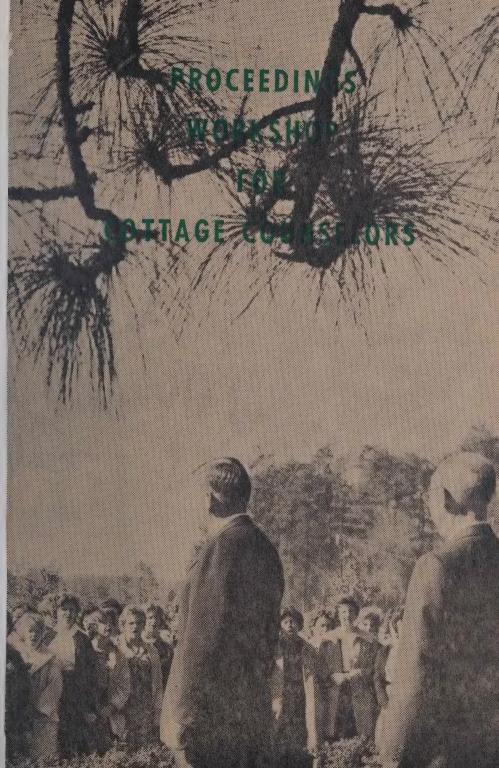
MISS REVA MITCHELL

Superintendent Samarcand Manor

* *

HARRY E. FISHER

Principal - Assistant Superintendent
Samarcand Manor



"I have been impressed that this is an excellent organization. I have been impressed that you understand your mission, and you are conscientious and are working hard and trying to, as I am sure you do every day, look on these children as your own responsibilities and your own opportunities."

Honorable Terry Sanford Governor of North Carolina to the Third Annual Workshop for Cottage Counselors

THE COVER

"Carolina, Carolina, Heavens blessings attend her..."
Students gather on the lawn at Samarcand Manor to serenade Governor Terry Sanford and Commissioner Blaine M. Madison by singing The Old North State.

PROCEEDINGS THIRD ANNUAL WORKSHOP FOR COTTAGE COUNSELORS

February 4-6, 1964

SAMARCAND MANOR Eagle Springs

North Carolina

MISS REVA MITCHELL
Superintendent

HARRY E. FISHER
Principal - Assistant Superintendent

BLAINE M. MADISON Commissioner Raleigh

WARREN A. ELLIS Director of Cottage Life Raleigh

Greetings

"Governor Sanford, Commissioner Madison, Superintendent Mitchell, Distinguished Guests, Staff and Personnel:

Webster says that to bring greetings is to address words of friend-liness, courtesy and respect. It is in that spirit, certainly, that I appear here today. The North Carolina Board of Juvenile Correction has great pride in and respect for the plans and programs of our Commissioner and his staff. That pride is always justified when we view the results and realize the achievements. It is a profound pleasure to me to bring greetings from the Board of Juvenile Correction to this group where correction is a challenge and training is a thrilling transformation."

Mrs. John L. Frye North Carolina Board of Juvenile Correction

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FOREWORD

The North Carolina Board of Juvenile Correction recognizes with deep concern that the important responsibilities of counselors in our training schools demand the best trained personnel available. The Annual Workshop for Cottage Counselors is designed to enhance the training of cottage personnel in the training schools in North Carolina. It continues to provide opportunities for learning new techniques and philosophies regarding juvenile delinquency treatment as well as learning effective principles and techniques of treatment which have envolved through experience. It is in order to state that the positive response of participants and administrators from individual training schools who have attended these workshops indicate that they are tremendously successful.



BLAINE M. MADISON

COMMISSIONER'S COMMENTS

At the third Annual Workshop for Cottage Counselors, what did we learn?

We learned many new things, and we relearned many old important things. We learned again that the institution serving delinquent boys and girls must be children-centered, and that the cottage life effort is at the very center of a children-centered program. We learned that every child is inportant and is entitled to his own rights, privileges and opportunities; that every child is an individual with his own personality traits peculiar to himself, and that he must be treated as an individual.

We learned again that rehabilitation of young people with behavior problems is a complex process and its achievement requires team effort. There are no unimportant jobs in juvenile correction in

North Carolina. Every person has a significant contribution to make. This was emphasized many times during the workshop session on "The Development of Positive Staff Attitudes: The Key to an Effective Program." and during the workshop session on "Coordination of Staff Skills Toward a Common Treatment Goal." Professional togetherness gives every staff member an opportunity to share in the achievement of the total goals and objectives.

We learned again that our State has a great Governor who supports with vigor the program of juvenile correction; we learned again that the members of the Board of Juvenile Correction have a deep and abiding faith and confidence in what we are doing and give freely of their time and talent; and we learned again that we are fortunate in having dedicated, efficient and faithful colleagues in the cottage life program in all of our schools.



WARREN A. ELLIS
Director of Cottage Life

ACKNOWLEDGEMENTS

It takes the combined and dedicated efforts of many people working many hours to successfully complete a workshop of this nature. To these people who gave unselfishly of their time and talents toward making this Workshop a meaningful and educational experience, I wish to express my appreciation.



MISS REVA MITCHELL
Superintendent
Samarcand Manor

Superintendent Reva Mitchell uses her imagination and talents in the interests of children with problems. The resourcefulness of her imagination and the superb quality of her talents are always evidenced by the professional atmosphere which is reflected at Samarcand Manor. Again we express our appreciation to her and the staff at Samarcand Manor for fulfilling so magnificently the role of host to the Third Annual Workshop for Cottage Counselors.

CONSULTANTS

Mr. Charles E. Lawrence

Mr. Lawrence is a representative of the Children's Bureau, Division of Juvenile Delinquency Service, Department of Health, Education and Welfare, Washington, D.C. Mr. Lawrence came to the Division of Juvenile Delinquency Service in 1962. Prior to his appointment as Institutions Consultant with this division he served as Superintendent of the State Industrial School for Girls in Louisiana. Previous institutional experiences were with the Louisiana Training Institute, Monroe, Louisiana and the Columbia Training School, Columbia, Mississippi.

Mr. Lawrence holds an M. S. W. from the School of Social Welfare, Louisiana State University.

Mr. Hansel H. Hollingsworth

Mr. Hollingsworth comes to us from the University of North Carolina where he currently serves as Associate Director of the Group Child Project, School of Social Work. Prior to this he served as a child welfare consultant with the Georgia Department of Public Welfare and as Superintendent of Oak Hill Homes, Fulton County, Georgia.

Mr. Hollingsworth holds the M. S. W. Degree from the University of Tennessee School of Social Work.

WORKSHOP LEADERS

Blaine M. Madison	Commissioner of Correction
Warren A. Ellis	Director of Cottage Life
J. Walter Bryan	Director of Education
Reva Mitchell	Superintendent, Samarcand Manor

KEYNOTE SPEAKERS FOR THIRD ANNUAL WORKSHOP FOR COTTAGE COUNSELORS

Honorable Terry Sanford Governor of North Carolina

Honorable H. P. Taylor, Jr. Member of North Carolina House of Representatives

Miss. Mae D. Holmes Superintendent Dobbs Farm

Mr. Charles E. Lawrence Institutions Consultant Children's Bureau

KEYNOTE SPEAKERS AT PAST WORKSHOPS FOR COTTAGE COUNSELORS

Dean Arthur E. Fink

Honorable E. S. Heefner, Jr.

Dr. Alan Keith-Lucas

Commissioner Blaine M. Madison

ADDRESS BY GOVERNOR TERRY SANFORD AT

THE ANNUAL WORKSHOP FOR COTTAGE COUNSELORS

February 4, 1964 Samarcand Manor

Ladies and Gentlemen:

I am certainly pleased to have a chance to come here today. I don't know that I have the qualifications to give you any particular keynote about how to go about your responsibilities, and very important responsibilities, except to say, follow Blaine Madison's lead and you will be alright. That is about as fine a keynote as I can think of for people engaged in the very important work of helping young people get back on the right track.

I want to thank Miss Mitchell for giving us a chance to be here, and particularly to see her girls when they were first gathered across the lawn, and then more specifically in here, and seeing what they are doing, and to catch the spirit of this place which I know means so much to them. I told Mrs. Frye as the girls were coming through here and singing that this whole atmosphere and the sense of accomplishment, the cheerfulness of it and the hopeful outlook, was far better than a well-known women's college I recently visited; so I think the work of all your people here in establishing that kind of atmosphere is a wonderful thing.

I am very glad to have a chance to see those of you who put into practice the efforts of the State. When we talk about what the State of North Carolina is doing, Dr. Larkins, when you are meeting with the President's Advisory Committee, or, Blaine, when you are meeting with people from around the country, we say the State of North Carolina is attempting to do these things for young people. When we say with a great deal of pride that more than 90 per cent of our young people coming through these institutions go on to useful lives without having additional behavior problems, we are talking about you, you and your associates, because you are North Carolina so far as our hopes for having a successful program of correction. So, it is what you do and how you go about it, and how you have

been going about it, that spells out the success as well as the hope of North Carolina. I have given a great deal of thought from time to time to government, and what it is, and why it is, and what the purpose is, why this effort, why this expenditure, why should the budget be increased here or why it is even necessary to do something about schools, why it is necessary to concern ourselves with programs in industrial development; and I come back to the recurring theme that government is to serve people and their needs and to provide them with greater opportunities.

Yesterday I was meeting with the Board of Conservation and Development. As we looked at the various functions of bringing in new industry, of providing opportunities for people in employment, I came back to the theme that after all, what we are doing is giving people a better opportunity so they can have a better life. The day before that I was meeting with a group of educators helping put together what we are going to call the Learning Institute of North Carolina, to reach out and fill up the soft spots in the whole system of education, we hope. Again what is that except to strengthen the school systems, that in turn gives people a better opportunity to have a better life. But nowhere is it any better illustrated than right here, that this is the function of government, the purpose, and this is why we are in the business. This is why government is, because here are people who for various reasons haven't had the breaks in life that other people have had, haven't had the opportunities in life that they must have. Who can help them? No one except you in the name of the State of North Carolina. So, what you do everyday, the way you work with these people is extremely important to them and to us and to the whole State of North Carolina. Now, we can give you some support. I appreciate the kind words that Blaine had to sav as well as Dr. Collins. I was just thinking as he was saying that, now, I am not going to be in charge of the next budget. I appreciate it-but we can help in terms of budgets, we can help in terms of providing finanical assistance and salaries and buildings and we can ask experts like Mr. Lawrence, Mr. Bounds, Mr. Hollingsworth, and others to come and be with us and give us expert advice. I can't give you any expert advice and I can't tell you how to deal with your young people, but I can say that we are looking to you. I have got great confidence that you will find ways to do this. I hope you will make it a continuing policy of the State of North Carolina, that whatever their handicaps and whatever the difficulties you face day to day as you try to help them get straightened out, that it will be the policy of the State of North Carolina as expressed through you, our agents and representatives, that every one of these children is important, important for many reasons; that they are our concern, and the State of North Carolina wants to see them have the best possible opportunity in life. I know sometimes it is not easy. I look with pride at the 90 per cent. I can't help but wonder about the other 10 per cent, and are we doing all we should do, and all that we can do. Are we making all of these children--I know that is the best record in the nation Blaine--but you know a lot of people are bragging on the 90 per cent, so I want to talk about the 10 per cent. Are we doing all that we can in following up? Do we need a stronger policy in reaching out into the communities and in following these children as they go back home?

I have noticed, in the past year in particular, that we worked with a concept that the community in our State is not all that it ought to be. We worked with the concept that here are somewhere between a fifth and a third of our people living in conditions of poverty when they shouldn't be. Here we have what amounts to a cycle of poverty, part of which you are helping to break because the children coming out of conditions of poverty for lack of opportunity and lack of leadership and lack of encouragement ultimately return to be parents of poverty; and as we have attempted to design some kind of a program which would get at the causes of poverty and help to remove and help break the cycle of poverty, I come back again to the fact that here are people who simply lack direction, understanding, and leadership. These people have never seen the opportunities in life. They have never quite caught the vision. They have never known what is out there for them, and they have never even known how to seek it. They have never even known how to miss it, so that is our opportunity through these institutions and through your working with these people while we have them and giving them that vision and spark and helping them when they leave here, helping them as we reach out into the community.

Now I know this organization cannot do it alone. I know we have many other agents charged with the responsibility of working with young people when they are back home in the community. I

know right now that almost every community in North Carolina is attempting to design this kind of a program to present to the North Carolina Fund. These are the things that we can do working with people with less opportunity than the average citizen, so I hope you can concern yourselves with how we can help eliminate some of these causes that bring young people to these institutions, how we can eliminate them so that maybe we will not have so many in the future and how we can eliminate them so that these people do not fall again into the ways that brought them here in the first place. That is our challenge all across the State and as Blaine knows, I have been talking with the various leaders of the departments of the State that we have called in recently, leaders of the Federal agencies concerned with these problems, and we are saying to all of them that our problem is not to design just a good program, no matter how good that program is, our problem is to make all of these many programs - employment, correction, rehabilitation, health, education - all of these programs, not simply good in themselves, not simply effective in their own designs, but that we make all these programs work toward the individuals with whom mately we are concerned.

So your children here are children that ultimately will need additional educational services. They will need our employment services. Perhaps they or their families will need our health services. We want to design the kind of concept, the kind of attitudes, that don't let you content yourselves with the day-to-day program, important as it is, in doing a good job while your children are here: but we hope we can get this concept through to all State Employees. and all people working with people in North Carolina. We want to look at this individual, and we want to find the kind of concept that will help him have a better opportunity and therefore become a productive and constructive citizen of the State. I think you can help us a lot with that because I am sure you see things that those of us that do not have these daily opportunities can only imagine. I am sure you see opportunities for improving the programs. I am sure you see opportunities many times, and in many ways and places, of improving community services and community conditions and things we can do something about, if we have a better understanding, and that is the policy of North Carolina. This is the thing I

hope we can lead in, and I hope we can show the rest of the nation that we can make all of these programs not just good programs, but all of them working together focusing on each individual and his particular needs, and as we set about to break this cycle that holds so many people down, and mostly it is poverty, or mostly it is the results of poverty; but it consists of many other things too. This is the kind of thing we see, this is what we hope we can do, and this is what we call on you to help us do, because you are working right now with one of the most difficult problems. You are working with one of the most difficult age groups. You are working with people that need to be given a new lease on life and who have come not too late to take that lease, and you are working with people so recently removed that you can help us identify many of the causes that put them here in the first place. I would hope that North Carolina could become the most enlightened State in the Union, I would hope that North Carolina could become the State of the Union most concerned with individuals and most dissatisfied with those conditions which hold people down, and which deprive them of their chance in life, and which hold them back from achievement. These are the purposes and you are playing an important part in these purposes.

I have had a chance now to visit most of your institutions, and I have got a couple to call on that I haven't seen in sometime. I would like to go back to some of those I have already visited, one very briefly and hurriedly, but I have been impressed that this is an excellent organization. I have been impressed that you understand your mission, and you are conscientious and are working hard and trying to, as I am sure you do every day, look on these children as your own responsibilities and your own opportunities. I don't know because I haven't visited the other states; I have heard in talking around that North Carolina is supposed to have one of the best systems of correction in the South and I would suppose one of the best in the country and obviously in looking at the statistics you have done a good job. The very fact that less than 10 per cent of our children get into any additional trouble indicates that you have, so I want to congratulate you. I wish I could tell you how to go about improving your job since that is why you are here, but I am sure you can tell each other. I am sure that you want to call on people who are here to advise with you. I would say that though I can't give you any advice, I can give you certainly an expression of great appreciation from the State of North Carolina, aware of the fact that you are making a contribution to individuals who in turn will make their contributions to our State.



MISS MAE D. HOLMES
Superintendent
Dobbs Farm

MOBILIZATION OF RESOURCES FOR CHILDREN IN TROUBLE

by Mae D. Holmes

Children are often referred to as our greatest human assets. Loved, properly guided, and adequately trained, they become useful, desirable citizens and often potential forces in our changing world. Unloved, neglected, and inadequately trained, they become children in trouble, undesirable citizens, and often potential liabilities. Children in trouble need warmth, understanding, love, guidance, and security. They need adults or an adult in whom they can confide. Dr. Ted Sharpe, well known as the Director of a Center for Children in Trouble in Philadelphia, contends that "if every child in America had

one adult in whom he could confide or one adult whom he felt was really interested in him, juvenile delinquency or problems of children in trouble would be reduced 50 per cent." "Do not operate on emotions," says Dr. Sharpe, "but base your actions on facts." Abe Novick known for his concern and work with children in trouble shares this same opinion, as do many others in the children's field.

Mobilization suggests public concern and concentrated group action working toward a desirable goal. Speaking of mobilization of resources well within our reach, we refer to the home, the church the school, and the community. The home is indeed the hub around which our family life evolves. Here first impressions and basic values for our children begin and should be the guiding light for growth. There is always a growing need for strenghening this unit. Structure, composition, and program may vary in the home, church, school and community, according to customs, mores, etc., but the basic needs, especially in the home are primarily the same. Our children and the home are always in the spotlight because of their fundamental role in family life and in the scheme of everyday living. Likewise, good parents, who are always in the spotlight because of their role in life itself, are vitally important. The home, or services provided in lieu of the home, such as foster homes, the traning school, good cottage life programs, good cottage etc., should provide an opportunity to meet the varying needs of children in trouble as much as it is feasible to do so.

It seems fitting to mention the traning school here, as it is one of several resources which serves as home to children in trouble.

The training school is indeed a valuable resource, in lieu of a good home otherwise, for children in trouble. A good training school aims to provide home, as much as it is feasible to do so, and to meet the varying needh of children whom it serves. It should provide experiences which are rich socially, spiritually, physically, educationally, morally, psychologically, and for good mental health in order to function effectively in all areas of treatment responsibilities. All aspects of the training school are, or should be, therapeutic; therefore, the staff functions as a therapeutic team keeping in mind the child's interest and total development at all times. Evaluation and re-evaluation of the entire program is necessary. The cottage life program is a most important one and perhaps provides the most

basic single treatment opportunity in the institutional setting because it should represent a good, healthy, home life. The children spend much of their time in the cottage life setting; therefore, the cottage life should be geared to meeting the needs of the children individually and collectively so that they may feel relaxed and the security of home. The cottage life personnel is certainly a vital part of the treatment team, as it has an opportunity through programming to foster the kinds of relationships that provide necessary treatment. Treatment is referred to as necessary help. The institution is a community within itself that fosters healthy experiences and desirable relationships for those who make up its community. The cottage life serves more directly as home, more than any other segment of the institutional community. Thus, the recognized importance of the cootage life program as home in the institutional setting.

The church: American democracy has its grass roots in religious tradition; therefore, Christian principles and the development of Christian living should remind us that God is the greatest and the most dynamic force we have, and is first, primarily, in all that we do. He should be foremost in all our efforts. The challenge of mobilization of educational and spiritual leadership for helping our children in developing understanding and respect for others world - wide is obvious, for we live in an age of international interdependence. The world is merely a big community - - a big neighborhood, one third of which is hungry, more than 700,000,000 illiterate, and no educational facilities for 250,000,000 children, many of whom are in trouble. The church cannot stand by inactively with little concern for our neighbors, nor can we boast of superiority of material gains. We must be realistic and establish our place in the sun and assume Christian leadership and public concern for children in trouble.

Education is the key for understanding. Understanding is the key for mobilization and effective use of available or necessary resources. Children's interests, aptitudes, and abilities, vary as well as their understanding of life and its complex problems. Children need to learn skills commensurate with their aptitudes, abilities, and potentialities to meet their varying needs. Education is indeed the melting pot for our multiple and varying needs in fostering better human relations and skills. We must keep in mind however that educa-

tion neither begins nor ends in the classroom, but is a sum total of one's experiences and all of the influences of his life. Life today demands usable quality education that spells out necessary preparation for everyday living that provides for creativity, research, imagination, necessary leadership, cooperation and coordination of available resources at all levels, as well as the know how for effective implementation for meeting these common needs in the best interest of all concerned.

The community should seek knowledge of needs and of all available health, education and welfare, and rehabilitative resources and organizations and how to use them effectively. We cannot emphasize too sharply the interpersonal relationship and the interdependence of each to the other.

Resources include all available sources for help at all levels: local, state, national, etc. There is an indisputable need to channel into constructive action real concern over the needs and problems of our children in trouble as well as timely implementation of meeting the needs effectively. Among valuable resources community wise, we might mention:

- 1. The 1960 White House Conference on Children and Youth, which was a good example as well as a demonstration in mobilization of resources for children in trouble.
- 2. The Commission established by the late President Kennedy in 1961 on Juvenile Delinquency and Youth Crime, and for which he recommended specified funds for training centers to concentrate on prevention and control is addressing itself in effect to mobilization of resources for children in trouble.
- 3. Governor Sanford's Good Neighbor Movement and his Committee on Juvenile Delinquency under the direction of Mr. Madison, our Commissioner of Juvenile Correction, are also effective examples of mobilization of resources for children in trouble.
- 4. The 1961 three-year Treatment Control project of the California Youth Authority experimenting with research and an intensive treatment control which suggest community projects and programs as a substitute for institutionatization for children in

trouble.

- 5. Judge Allen H. Gwyn's book, "Work, Earn, and Save", which is a forceful but moving human—story of how to help people in trouble and thus—help children in trouble, by helping them to help themselves and thus prevent trouble as well as rehabilitate those who are in trouble. Judge Gwyn is an able North Carolina Superior Court Judge—who advocates warmth, self evaluation, and real concern about—coordination of services as needed for prevention, suggests—examples of how—to—help—children in trouble.
- Another type of mobilization of services is "Operation A B C." A resume of which was outlined in THINK magazine, January, 1964 states: "It may come as a shock to most Americans that 11 million of their fellow citizens, 10 per cent of our adult population aged 18 and over, are fundamental illiterates. They can't read street signs or labels on medicine bottles, can't fill out a simple employment application", "of these 11 million, 500,000 live in the greater New York City areas alone. To help them three New York television stations are presenting a series of programs, "Operation Alphabet", to teach them reading and writing. The project has been spearheaded by New York's Department of Labor, headed by Acting Labor Commissioner. James J. McFadden. He says that half of the city's half million illiterate are chronically unemployed, "the last to be hired, first to be fired", and are thereby a constant drain on the city's welfare funds. "To get them jobs", McFadden says, "The first thing to do is to get them to read and write. The adult who conscientiously follows Operation Alphabet throughout the 100 halfhour lessons, and who practices with a home study book, will have a basic reading ability. He will be able to understand common signs and directions....and he will be able to write. He will be able to get a job and keep it more easily, or move up in his present work..." Commissioner McFadden expects Operation Alphabet to reach at least 20,000 of New York's illiterates. There are thousands of jobs in the area, he says, that are going begging simply because applicants are handicapped by the inability to communicate. Commissioner McFadden was asked

why in the age of free education, the nations illiteracy rate is so high. He refered to a statement by Ralph Young, Director of Carver House settlement in St. Louis, Missouri: "An illiterate family has a hard time turning out literate children. Even if they are eager to have their children attend school, they seldom can give the child the necessary intellectual motivation. The child is likely to say, 'Why should I go to school? You didn't.' Or you get a parent who feels, "I made a living without schooling. Why should you have it"? Without a special effort to educate the illiterate adult, you will have this same vicious cycle of poverty, ignorance and crime, repeating itself generation after generation." Operation A B C helps adults to help children prevent getting into trouble.

Last but not least, the training school and/or similar correctional services is indespensible as a resource, despite the need and widespread concern for more research, better trained personnel, the need for better understanding of our program, more basic information re: its philosophy and goals, better communication lines, and rapport with many other resources. It is indespensible in that in it are combined the necessary controls, protection, and treatment that are necessary for children, rather than the outmoded concept of custody and punishment for children in trouble. It offers training, reeducaton, re-direction, and rehabilitative services.

SUMMARIZING AND EMPHASIZING

We each have a responsibility for helping children in trouble through all available resources in the light of need and inevitable change, with understanding and know how as necessary treatment tools in the process of mobilization for help. Understanding should precede all else in any intergroup action, and is a must for creativity and effective programming to meet needs.

The home, or services in lieu of a desirable home, should be the guiding light for all children and set the pace for desirable everyday living. Certainly this brings into focus the vital role good parents, especially good women, as key figures in the role of family life. Women have been deciding factors in the achievement and success of mankind through the ages. Never was their role more important than now for guidance and good Christian leadership where our children are concerned. It has been said that "women are the books,

the arts, the adademies, that show, contain, and nourish the world."

The church: Proper leadership, Christian principles, a broad prospective, and real concern for all can be a dynamic force for spiritual and other development and growth, the application of which will be invaluable as a resource for helping children in trouble.

Education today is influenced by many forces. It is a must for understanding development and growth. The need for diversity of education to meet the demands and needs of children in trouble for their mental, physical, and other health and welfare is obvious. Indeed we need quality education which includes careful planning, creativity, testing, retesting, and frequent re-evaluation of needs and practices, but which permits flexibility, adaptability and provides opportunity for sharing exchange of ideas for meeting the needs, and moving ahead progressively with togetherness. Education is the best nsurance vs the hazards of the common enemies of man, Poverty, illness, disease, illiteracy, pressures, and inequalities, adult and juvenile delinquency, etc.

Necessary education is the master key for mobilization of resources for helping all children as well as children in trouble. Governor Terry Sanford summed education up beautifully when he said, "It must be the kind of education which seeks excellence, reaches all, and looks to the future."

Community resources must acquire knowledge of needs and keep communication lines open: reading, writing, speaking, listening by way of radio, TV, newspapers, etc., for wise use in implementation, coordination, and necessary teamwork for successful action and operation in helping children in trouble.

Among many other community resources, the training school is being recognized and accepted more and more as an indespensible resource in that it serves multiple needs in helping children in trouble. It combines controls, protection, and treatment for each child and offers a combination of disciplines among which are a home base for security, education, necessary skills for living, casework, group work, health needs, medical care, physical fitness and recreational and religious development.

For some helpful REFERENCES with which I am sure you are familiar for helping children in trouble:

Facts and Facets, Series 1 through 18, (of this, number 14 is especially helpful for mobilizing community resources, programs,

and projects.

Institutions Serving Delinquent Children — Guides and Goals Children's Bureau Publication number 360, revised 1962.

Children, January — February, 1964, published by the U.S. Department of Health, Education, and Welfare.

Juvenile Delinquency References

U. S. Department of Health, Education, and Welfare, 1961 COMMUNITY ORGANIZATION AND GROUP WORK

Helping Children in Trouble. Children's Bureau Publication 320,1947. (Tells how a community can reach out to help children as soon as they show signs of needing help.)

What's Happening To Delinquent Children In Your Town? Children's Bureau Publication 342, 1953.

(A simple guide to help citizen groups obtain facts about certain agencies serving delinquent children.)

A Look at Juvenile Delinquency. Children's Bcreau Publicatiin 380. (This is a short non-technical pamphlet addressed to the general public - particularly community leaders which emphasize prevention.)

TEAMWORK

We may call it by this name, or call it by that"Teamwork" or "cooperation";
Together we stand, by ourselves we fall flat;
Together my friend, we're the Nation!
Whatever we do, or whatever we planWe can't stand alone, e'en the best of us;
But must share of our gifts with our good fellowmanFor we're only a part of the rest of us!

WORKSHOPS

Workshop participants were divided into two groups, each of which discussed problems or areas closely related to their particular responsibility.

Group "A" was composed primarily of supervisors or staff members with supervisory responsibility. Group "B" was composed primarily of counselors and assistant counselors.

Topics for discussion were selected primarily from questionnaires, which were filled out and submitted by previous workshop participants, and which contained suggested subject matter.

A summary of each workshop was prepared by a writing committee, with the help of their respective consultant, and presented in a joint summation meeting which constituted the final workshop session. These summaries will be found on the following pages.

THE DEVELOPMENT OF POSITIVE STAFF ATTITUDES: THE KEY TO AN EFFECTIVE PROGRAM

Consultant - Charles E. Lawrence

Among group members who constituted the participants of this workshop the consensus of opinions seemed to be that, if change in attitudes of staff are to be effected, a prerequisite is the necessity for administrators and supervisors to be ready to permit staff to grow.

For real and continuing effectiveness in staff devolpment, the emphasis must be on the modification of staff members' patterns of relationships with children and other staff. This implies a training program concerned with modifications of attitudes built around a more refined understanding of human behavior, and a program that affords experiences in learning within the framework of meaningful human relationships.

In discussing conditions necessary for achieving attitude change, it was determined that there must be motivation to learn. Three essentials in the approach to changing attitudes are:

- 1. Start with something the staff member is really concerned about -- his problem as he sees it.
- 2. Provide an atmosphere in which he is free to express his real feelings and to experiment with new attitudes.
- 3. Provide a group which supports the efforts of the individual to change his attitudes.

The devolpment of positive staff attitudes may come about by staff training. Certainly this is a major media for mobilization of efforts toward developing positive attitudes; however, this attitude change never happens unless the individual staff member personally takes responsibility for his own learning. The development of staff attitudes is deliberate. - - It is done conscientiously. - - It is a result of careful planning.

We know that job moral of staff members is important in providing an effective institutional atmosphere. In view of this we should be concerned with:

1. the degree of pessimism or optimism in regards to the eff-

ectiveness of program

2. perception of the role of the job in the total institutional program

The attitude of institutional staff toward co - workers is most important because institution effectiveness is directly related to the quality of the intra - staff relationship. All staff members must be fully aware of the necessity of accepting the institutional program in its current stage of development and work from that point toward refinement.

Positive attitudes toward whom?

- 1. attitudes toward children in our care
- 2. attitudes toward other staff members
- 3. attitudes toward program of the school

Some positive staff attitudes which must be developed for effective program

1. Professional attitude

Here we discussed the necessity for accepting information about students in confidence and also keeping the behavior of the children in the cottage within the confidence of those directly concerned and responsible. Avoid gossip or being a party to gossip. Beware of labeling students. A particular behavior which the group felt should not be subjected to common gossip was bed wetting. Staff members must accept information about children without reflecting shock, disappointment, etc. Staff members must express spontaneously the best human attitudes of which he is capable in the discharge of his responsibilities. Any staff member reflects a professional attitude in his relationship with the student when his actions demonstrate that he cares more about what happens to the student than he does about using an incident to gain satisfaction for his own feelings.

The following four fundamentals were recognized as necessary in the development of positive staff attitudes. These apply particularly to houseparents.

- a. The concept of totality The operation of the total agency must be the major focus, and each child must be understood as fully as possible.
- b. The concept of individualization All staff members must be understood separately before they can be integrated into the whole of the service. The child must also be understood as an individual as well as a member of the group.
- c. The concept of growth The aim of the work with the staff must be the release of their potential capacities so they can function individually and in groups, and the aim of treatment for the student must be the release of the student's capacities so that he can adapt, first to his peer group and the immediate living situation and later to family and community life.
- d. The concept of democratic participation All staff should have the opportunity to participate in planning and developing the total agency program, and the child should have the opportunity to make choices in acceptance and use of agency services.

2. An attitude of security

Self reliance and self confidence is perpetuated when the staff member feels secure in his responsibility. He does not get overly excited and can control his emotions. He can develop the ability to view himself objectively and also see how others view him. Staff members should be able to increasingly subject their thinking, feelings, and activity in regard to their work to greater self-critical examination. Children react to self deception. They may forgive adults for many things but not for being a phony.

3. An attitude of inquiry

Learning is continuous and stems from the desire to learn.

4. An attitude of independence

As contrasted with over-dependence (always wanting help or someone else to do things that he should do himself).

5. An attitude of open mindedness

Wanting to work through with children or other staff or supervisor any difficulties that may arise. Not wanting to counteract

efforts of other staff in working with the child.

6. An experimental attitude

Characterized by a willingness to try something new. To explore, etc.

7. An attitude of sharing

The willingness to give of self and accepting the fact that the student sometimes may choose to use you as the person to dislike or to vent his emotions.

THE COORDINATION OF STAFF SKILLS TOWARD A COMMON TREATMENT GOAL

Charles E. Lawrence, Consultant

In the preliminary introduction to the topic our consultant reminded us that the cottage is the hub around which the treatment services of the institutional program operates. A major responsibility of administration is to pull and hold the cottages together. The accomplishment of this would minimize the most perplexing of all institutional responsibilities — inter-communication. This involves not only the receiving of information but sending it out with interpretation of its meaning in regard to the students progress and treatment goals.

Coordination is the process of bringing together all necessary resources to bear in the appropriate sequence in order to accomplish a specific mission. A first essential is resources from which to develop programs and services. The extent of the effectiveness of program will depend on the number of resources available and the complexity and number of sequences in which they can be used.

The following are three essentials for effective coordination:

- 1. Communications
- 2. Cooperation
- 3. Authority

Communication

It is an absolute essential that all participants in the complex training school enterprise create and use means of communicating about their objectives and their activities. Such communication must be explicitly provided for, with the recognition that it takes energy, time, and resources to do so.

It should also be recognized that each profession speaks its own language which is often unintelligible to other professions - to say nothing of those without professional training. Obviously then, all communication will have to be in some form that can be clearly understood by all.

- 1. Primary benefits of communication
 - a. the direct result or benefit to the child.

b. Selective reporting or information acquired for its own usefulness. It involves who wants to know, what-where - how - and why they are going to use information. Selective reporting is a dynamic way of moving the case of the child forward.

2. Some secondary benefits of communication are:

- a. It will enhance the value of cottage life and may tend to establish new insights.
- b. It will bring about an increased awareness of the value of good communications in the understanding of each others role.
- c. It provides for respect for the student as an individual and also respect for the unique ability and contribution of each person working with the child.
- d. It interprets policy and program and firms up procedures in the implementation of policy and program.

Cooperation

If all participants in an effort are communicating effectively, the groundwork for cooperation will have been laid. To achieve worthwhile cooperation all staff must establish, through communication, that they have needs and objectives in common, and what contributions each has to make to the joint effort. It is often overlooked that cooperation yields a product which is greater than the sum of its parts and the participants get more for their pooled energies than the sum of their individual efforts. Cooperation then is realized not by simply dividing the workload but by the learning of effective principles and techniques which have evolved through experience. The mere wish to cooperate is not sufficient. One must learn to cooperate.

Use of Authority

Reliance upon the use of authority alone is probably the most overvalued condition for achieving cooperation. Whatever authority is needed must be used in conjuction with the techniques of cooperation, based on communication among those involved.

In summary, cooperation requires that the machinery of com-

munication be set up and used, and that those involved learn the techniques of cooperation and use them along with whatever modicum of authority the situation calls for.

RESPONSIBILITY FOR PROFESSIONAL GROWTH

Charles E. Lawrence, Consultant

In attempting to come to a working definition of "Professional" the group recognized that there is a body of knowledge which any well qualified worker needs for his particular responsibility, and that basic to that knowledge are certain methods, attitudes, and skills necessary to do a job well. The responsibility for providing media and opportunities for professional growth was primarily attributed to the following three groups:

- A. Parent Agency
- B. Administrative Staff of each training school
- C. Supervisory Staff
- A. The parent Agency may do the following:
 - 1. Provide stimulation
 - 2. Afford technical consultation
 - 3. Organize state-wide institutes
 - 4. Implement working relationships with cottages
 - 5. Provide scholarship grants for further study by individual staff members (short term as well as long term)
 - 6. Provide for educational leave for staff
 - 7. Assign sufficient priority for in-service training programs
 - 8. Arrange for observation-orientation visits to other in-state institutions as well as to institutions outside of state
 - 9. Establish the philosophy, and make known to everyone, that whenever possible, promotions will come from within the institution or agency
 - 10. Make known to staff positions open in other agencies

In order to motivate people toward continuation of professional growth the above has to be done consciously by administrative staff. Supervisors should call to the attention of their superintendent the wide range of qualities reflected by staff.

- B. The following are some responsibilities of the administrative staff of each training school toward perpetuating professional growth:
 - 1. Provide for detailed orientation of new staff

- 2. Provide staff training through supervisors
- 3. Establish staff libraries. Include:
 - a. basic books and publications relating to group child care
 - b. articles and reprints relating to specific aspects of child care
 - c. articles referred by cottage staff
- 4. Encourage and permit staff to belong to, attend and participate in formal and informal organizations
- 5. Provide opportunities for staff members to participate in public relations--speech making, slide programs, etc. Cottage life slide programs could be shown by a cottage parent to church groups, parent groups, etc.
- 6. Give recognition to completion of workshops
- 7. Allow for promotions and advancements in salary grades

C. The supervisory responsibility

- 1. The purpose of supervision is to help the cottage counselor develop to the point where he functions independently and effectively without being constantly dependent on the supervisor. From that point the cottage counselor takes increasingly more responsibility to further his own development as a professional worker. If this quality of supervision can be augmented into the training school cottage life program we will experience less difficulty in moving, in a smooth and easy manner, additional professional people into the training school program. The lack of adequate supervision, combined with the above dependency aspect and traditional operation of the training school, has too long kept the cottage counselor in the role of custodian and has not permitted him to grow professionally.
- 2. The supervisory process--What is it? What does it do?
 - a. The goal of supervision is to help the cottage counselor achieve a professional awareness of his job.
 - b. The supervisory process consists primarily of developing the supervisory relationship and working with the cot-

tage counselor through the supervisory conference

- 3. Excellent supervisory relationships will be found where:
 - a. the cottage counselor is able to share experiences, problems, feelings and ideas
 - b. the supervisor encourages the cottage counselor to initiate topics for discussions
 - c. the supervisor understands the work of the cottage counselor and has respect for his position
 - d. the supervisor helps the cottage parent develop independent attitudes as contrasted to dependent ones
 - e. the supervisor seeks to minimize the authoritarian part of his role
 - f. the supervisor provides emotional support for the cottage counselor
 - g. the supervisor is sensitive to concealment of emotional tensions of the cottage counselor and over involvement in his job
 - h. the supervisor gets over to the staff that they are not involved in a popularity contest with others for the affection of children
 - i. the supervisor is able to approach each staff member in terms of the staff members own stage of growth
 - j. cottage parents know what institutions expect of them in relation to individual children and cottage groups

SPECIAL PROBLEMS AND THEIR TREATMENT

Hansel H. Hollingsworth, Consultant

The first workshop session of Group B began with the self-introduction of participants. These introductions include personal information, work experiences, hobbies, philosophies, and also an opportunity to relate any area of responsibility or problem for which they were particularly concerned. From these expressions of ideas or feelings came a number of potential sub-topics for "kick-off" material in approaching the topic, "Special Problems and Their Treatment." The following is a list of some of the challenges or problems related by the group and for which they had deep concern:

- 1. What can we do to help the child realize that the primary purpose of the training school is to help and not punish.
- 2. The extreme introvert or passive agressive child--how do we break through his shell.
- 3. The child who is not accepted by his peer group.
- 4. The child who asks, "How will society accept me when I return home? What will they think of me? Do I really want to go home"?
- 5. The student who presents extreme behavior problems just prior to his release.
- 6. The angry, resentful, rebellious child.
- 7. The repressed, withdrawn behaving child.
- 8. The danger of becoming over protective of the child-not being above board or honest with him at all times.
- 9. The child who cannot accept limits, having known so few in his past.
- 10. The extremely agressive child who is struggling for leadership in the cottage.
- 11. The child who feels he is being punished.
- 12. The child who fakes symptoms.

In establishing our goals for these discussions the group agreed that we could expect no "cut and dried" answers to most situations or problems but we could hope to achieve a deeper understanding of the student and expose ourselves to media for building more meaningful relationships with them.

In proceeding to select areas for further discussion it became vividly apparent that there would be much over lapping into the topic. "The Way Students Act to Tell Us Something." For purposes of clarity and avoiding repetition these topics ("Special Problems and Their Treatment," and "The Way Students Act to Tell Us Something") will be integrated into this one report.

After surveying the list of problem areas suggested, the concensus of opinion of the group was that a discussion in more detail of the following three problems would be helpful:

- 1. The angry, resentful, rebellious child.
- 2. The repressed, withdrawn child.
- 3. The child who fakes symptoms.

The angry, rebellious, resentful child.

This child finds great difficultly in accepting limits. He shows his strain through increased hostility or in other ways. If we can understand what he may be saying or trying to say by his behavior, we will have taken a first step in helping him feel less hostile. We approached the subject by trying to interject ourselves into the mind of the child and interpret some of the feelings and attitudes which were projected. Some of these were:

Fear of what will happen to me

Distrust

Insecurity as an individual--not sure of own worth

Hate and hostility

Fear of being disliked

Feeling that everyone is against me

Resentment toward staff, toward self, and toward other students

Guilt

Inability to care for others

Disrespectful

Suspicious

In his own way the student may be saying:

Help me.

Who am I?

To whom am I important?

Accept me and my failures.

Respect me as an individual.

Show some faith in me.

Helping children to grow and change attitudes will hardly ever be the result of applied rules only. Coupled with rules must be sensitive understanding of what the students actions might mean. The relationship which must be established between counselor and student should be accepting and permissive, but not to a point of unlimited expression. All people are more comfortable psychologically if they know the limits or "rules of the game." Limits (fairly and consistently drawn) are a must if we are to create a feeling of security in the student. Growth and education will result only in the environment where the students do not fear their own aggressiveness and the aggressiveness of their peers and superiors.

It was pointed out in our discussion that the child who is aggressive is oftentimes the child in the group with the greatest potential for growth and development.

The repressed, withdrawn child.

Our group leader first reminded us of the necessity of being cautious in using the term "withdrawn." The child who may naturally be withdrawn — the introvert — lives more within himself or to himself and is not the subject of this discussion.

The student in which we were particularly interested is characterized by feelings of punishment, is upset to the point that he distrusts every one and himself, and withdraws into a shell that sometimes seems impenetrable. Some attitudes which he may project were listed as:

He is supicious.

He lacks faith in self and others.

He feels he has been hurt or let down.

He offers no desire to be competitive.

He has little self-respect.

Again in his own way he may be asking or saying:

Help me.

Why? Who cares for me?

Don't push me.

The cottage counselors who gives so much to this child and receives nothing in return should beware of the danger of feeling frustrated or having failed. The hard shell will soften if exposed to many positive experiences over a long period of time. He needs to feel that what he does in the cottage group and elsewhere is important to the cottage counselor.

The group felt that we should let the child set the pace, and to let him feel that we are available when he needs help. We should not force ourselves upon him. We should at all times help him to face reality by being above board or truthful rather than "covering up" in order to satisfy the current problem. Our attitude as counselors should be one of giving of self and expecting little or nothing from the child in return if we are to be successful in penetrating the shell of this student.

The Child Who Fakes Symptoms

The group recognized that the faking of symptoms is a very common form of problem behavior. It also felt that if the child is allowed to accomplish his goal by faking symptoms in early life, he could possibly result to this mode of behavior in his adult life. It was also observed that there is a close relationship between the "faker", the "manipulator", and the "goody-goody" child. The following are attitudes or feelings which were felt to characterize these types of students:

He wants special attention.

He may be "testing us out" to see how alert we are.

He will *"snatch" (tattle) on peer group to gain favors.

He will fake fainting or injury for special attention.

He sometimes fakes the "perfect adjustment" to program.

And again he, by his own actions, may be saying or asking:

Help me to cultivate self-dignity.

Who am I?

To whom am I important?

Help me understand myself.

In summarizing we were reminded that we do not treat symp-* Varient of word "snatch". To tattle.

toms but, whether they are faked are real, we think of them as signs of deeper trouble for which the child needs help. It is very unlikely that we will have an infallible course of action to take which will remedy all situations where symptoms of physical illness of other attitudes are questionable. The counselor must keep in mind his responsibility toward the total group in reaching a remedial decision which he thinks practical. If, in the final analysis, his remedy proves to have been one which has made the total life of the child involved, and the lives of others concerned, more satisfactory; the decision or action will have been correct.

TWENTY-FOUR OTHERS AND ME

By Donnie Cochram

The following essay was presented at the final luncheon meeting of the Third Annual Workshop for Cottage Counselors on February 6, 1964, by Miss Donnie Cochram, a student at Samarcand Manor, and is reprinted here with her permission.

I live in Gardner Hall, the oldest dormitory now occupied at Samarcand. Although old, it is as well built and has survived the test of many girls . . . like twenty-four others and me.

I hope these many girls who have lived in Gardner have pleasant memories of their days in this charming two-story building. I think I shall remember these days all my life.

In Gardner, as in all our cottages at Samarcand, the girls share the fun, the work, and the responsibilities. In the group we learn the real meaning of living together harmoniously. The girls share the chores and take part in all activities. Of course this does not "just happen"--we are guided in this group living by our counselors, Mrs. Phillips, Mrs. Ward, and Mrs. Warren. These ladies are kind to us and give us as much time as we need to discuss our problems and our hopes for the future. They are always ready to assist us in anyway possible.

Mrs. Warren is the food supervisor for our cottage, and under her direction the girls assigned to cooking prepare and serve the meals which are planned for all cottages. Another group serves as waitresses and still another group has the task of washing the dishes. In all these jobs we are trained efficiently, and we take pride in our work. I am certain that this part of our cottage training will help us in the future.

Each morning each girl has a special household assignment to do before breakfast; we then go to our living room where we have our morning devotional program. After this program we have breakfast... then we must hurry to finish up our tasks in order to get to school or assignments on time. After four hours in school or in a vocational assignment and recreation, we return to our cottages for lunch. After lunch we again go out to school or assignments.

At the close of the school day we are glad to go back to our cottage where we have a chance to study or rest, listen to music or do any personal tasks we need to do before the evening meal.

After supper the girls have a study hour in which they do their homework. After this hour, or more if needed, the girls have group activities, watch TV, or read. Such is the usual day. This routine is varied by evening programs in the gym, the Wednesday night movie, birthday parties; and of course, in the summer, we have campus picnics and outdoor song fests, stunt nights, etc.

This year our honor students have been given an outing off campus at least once a month. Such trips include skating, attending special programs, the State Fair, and shopping trips. These mean much to all of us.

Sunday is set aside for worship. On Sunday morning we review our Sunday school lesson with our cottage counselor. All girls take part in this; then we attend Sunday school in our chapel and church services in the afternoon. I believe this practice of going to Sunday school and church will be a part of my life when I return to my home community.

I am sure that I speak, not just for the twenty-four others in my cottage, but for the entire student body when I say that we are happy that you chose to have this workshop at Samarcand. We know that it will be helpful to those who are privileged to attend, and we are glad that "our Mrs. Phillips" can attend. We know that she will bring back to her cottage the things she has learned here and will try to make life more meaningful for twenty-four others and me.

SPECIAL FEATURES

Initial Luncheon Meeting

The Third Annual Workshop for Cottage Counselors began with a luncheon meeting highlighted by an address by Governor Terry Sanford. The address is printed elsewhere in this booklet. Immediately following Greeting by Mrs. John L. Frye, W. R. Collins, Lee Bounds, and John R. Larkins, and during lunch, workshop participants were treated to music by the Samarcand Chorus, under the direction of Mrs. Thelma Alpert, and a very impressive fashion show in which dresses, skirts, suits, coats, and hats, made by the Samarcand Home Economics students under the direction of Mrs. Amelie Sheffield, were modeled.

Folk Music and Folk Game Demonstrations

Workshop participants enjoyed a program of folk songs and dances presented by the music and recreation departments at Samarcand Manor. Miss Cora Donaldson, Recreation Director, and Mrs. Thelma Alpert, Music Director, were co-directors for this event. An added treat was the superb performance by Mr. Allen Wright, talented folk singer, and graduate student from the University of North Carolina.

Reception for Consultants

Immediately following the folk music and games workshop participants attended a reception honoring our consultants. This event was held in the dining room of Tufts Hall with counselors from Tufts as hosts.

Dinner Meeting at Leonard Training School

On Wednesday afternoon workshop participants traveled to Leonard Training School for open house and a dinner meeting. Superintendent William R. Windley and his staff and students were magnificient hosts and Superintendent Mae D. Holmes was superb as the featured dinner speaker. Miss Holmes' address is printed elsewhere in this booklet. Hoyt O. Sloop, Assistant Superintendent at Jackson Training School, was exceedingly proficient in the role of

Master of Ceremonies for the dinner meeting.

Tour of Samarcand Manor

Each year participants of the Workshop for Cottage Counselors have been afforded an opportunity to tour the physical facilities at Samarcand Manor. Again this year participants enjoyed seeing Samarcand's program in action in all divisions of the school. All areas of the program were equally impressive and especially appreciated were the hand woven souvenirs presented to participants as they toured the Shuttle Shop.

Presentation of Certificates

On Friday morning at 10:30 A.M. workshop participants received a certificate of attendance which was presented by Blaine M. Madison, Commissioner of Juvenile Correction. Immediately preceding these presentations Mr. Charles E. Lawrence spoke to the group about current trends and philosophies of treatment of children in correctional institutional care. Mr. Lawrence was very complimentary in his remarks about the North Carolina program of Juvenile correction as he challenged the group to continue to seek new ways and means to refine our program.

Address by Honorable H. P. Taylor

The final luncheon meeting was highlighted by an address "Juvenile Correction in North Carolina" by the Honorable H. P. Taylor, Member of the North Carolina House of Representatives. Following are some remarks from Mr. Taylor's address:

"I am for you, I am for your work, and I want you to know I will do all I can to perpetuate growth in your program"

and

"Society has drifted away from some of the moral standards and attitudes which prevailed not too many years ago. We need to return to some of these ideals for effective guidance of our young people today."

and

"I am impressed with your leader. I am impressed with

your program and with the reputation you have in the General Assembly of North Carolina."

and

"I will help you improve your program through legislation in all areas that I will have opportunities to help."

Following Mr. Taylor's address Miss Donnie Cochram presented an essay entitled "Twenty-Four Others and Me," which is printed elsewhere in this booklet.

WORKSHOP PARTICIPANTS

GROUP A

Charles E. Lawrence Consultant *Warren A. Ellis Director of Cottage Life *Bill Noland Juvenile Evaluation Center Hoyt Sloop Jackson John Allen Eastern **Irene Roberts** Dobbs Farm Robert Edwards Morrison *Shanta Bhutani Samarcand Fannie Caulk Samarcand Roosevelt Williams Leonard Lawrence Johnson Director of Psychological Services Mae D. Holmes Supt., Dobbs Farm R. Vance Robertson Supt., Juvenile Evaluation Center

GROUP B

Hansel Hollingsworth Consultant Director of Education *J. Walter Bryan Sam Hinson Jackson Wauleen Hinson Jackson Edward V. English Eastern Ruby Banks Dobbs Farm Anna M. Winston Dobbs Farm *Martha Watkins Dobbs Farm Lolita Phillips Samarcand Jean Coe Samarcand *Billy Price Center **Dorothy Watts** Center Robert Covington Morrison Norma Johnson Morrison *David Harvey Leonard Jeanette Stackhouse Leonard Dan Cameron Director of Farms

*Writing Committee

WORKSHOP SCHEDULE

Tuesday February 4, 1964

11:00 - 12:30 Registration

Administration Building

1:00 Luncheon Meeting

Carroll Hall

Presiding

Warren A. Ellis

Invocation

Henry W. Parker

Superintendent, Morrison Training School

Lunch

Music

Samarcand Manor Chorus Directed by Mrs. Thelma Alpert

Fashions

Created and modeled by students of Samarcand Manor Vocational Home Economics Department under direction of Mrs. Amelie Sheffield

Introductions of Consultants and Special Guests

Warren A. Ellis

Welcome

Miss Reva Mitchell

Greetings:

Mrs. John L. Frye Member Board of Juvenile Correction

W. R. Collins Chairman, Advisory Board Board of Juvenile Correction

Lee Bounds, Director
Training Center on Delinquency
and Youth Crime
Institute of Government

John R. Larkins

President's Advisory Committee on Juvenile Delinquency and Youth Crime

Comments

Blaine M. Madison Commissioner

1:00 - 12:30 Presentation of Governor

Paul B. Bissette Board of Juvenile Correction

Address

Honorable Terry Sanford Governor of North Carolina

Presentation

Sandra Horne

3:00 - 5:00 First Workshop Session

Group A (Lobby of Staff Cottage)

Charles E. Lawrence, Consultant

The Development of Positive Staff Topic:

Program

Attitudes: The Key to an Effective

Group B (Lobby of Administration Building)

Hansel H. Hollingsworth, Consultant

The Way Students Act to Tell Us Some-Topic:

thing

6:00 Buffet Dinner Carroll Hall

7:00 Music and folk game demonstrations in gymnasium

8:30 Reception Honoring Consultants
Tufts Hall

Wednesday, February 5, 1964

8:00 Breakfast Carroll Hall

9:30 - 11:30 Second Workshop Session

Group A (Lobby of Staff Cottage)

Charles E. Lawrence, Consultant

Topic: Co-ordination of Staff Skills Toward a
Common Treatment Goal

Group B (Lobby of Administration Building)

Hansel H. Hollingsworth, Consultant

Topic: Special Problems and Their Treatment

12:00 Lunch

Carroll Hall

1:30 - 3:00 Third Workshop Session

Group A (Lobby of Staff Cottage)

Charles E. Lawrence, Consultant

Topic: Responsibility for Professional Growth

Group B

Presentation

Hansel H. Hollingsworth, Consultant Topic: Special Problems and Their Treatment (Cont.) Travel to Leonard Training School for Open House 4:00 and Dinner Meeting Dinner Meeting 6:30 Leonard Training School Hoyt O. Sloop Presiding Assistant Superintendent Jackson Training School Invocation Oscar W. Harrell, Jr. Head Counselor, Leonard Training School Dinner Music Leonard Training School Choir Under Direction of Willie E. Harris Welcome and Recognition of Special Guests William R. Windley Superintendent Leonard Training School Comments Blaine M. Madison Commissioner Introduction of Speaker R. Vance Robertson Director Juvenile Evaluation Center Mobilization of Resources for Young Address: People in Trouble Miss Mae D. Holmes Superintendent, Dobbs Farm

(Lobby of Administration Building)

Leon Goins

Student, Leonard Training School

Thursday, February 6, 1964

8:00 Breakfast Carroll Hall

9:00 Open House at all cottages, Academic School, and Vocational School. Group A assemble at Staff Cottage to begin tour. Group B assemble at Administration Building to begin tour.

10:30 Joint Meeting of Groups A and B (Administration Building)

Summation: Groups A and B

Address Charles E. Lawrence

Presentation of Certificates

12:30 Luncheon Meeting

Carroll Hall

Presiding Warren A. Ellis

Invocation . Mr. Harry W. Fisher
Assistant Superintendent

Samarcand Manor

Lunch

Introduction of Speaker Blaine M. Madison

Commissioner

Address: Juvenile Correction in North Carolina

Honorable H. P. Taylor, Jr. Member of North Carolina House of Representatives

"Twenty-Four Others and Me" Donnie Cochram Student, Samarcand Manor

Presentation Rochelle Stan
Student, Samarcand Manor

Comments

Miss Reva Mitchell Superintendent, Samarcand Manor This booklet has been prepared and printed by the vocational printing class at Jackson Training School, Concord, North Carolina. It has been produced as part of the regular classwork activities and has provided students vocational training in composition, layout, design, typesetting, paper selection and assembly.

WORKSHOP

for

COTTAGE COUNSELORS



"OPPORTUNITIES FOR POSITIVE GROUP Theme: INTERACTION IN THE COTTAGE LIFE PROGRAM"

February 2 - 4, 1965

SAMARCAND MANOR

Eagle Springs North Carolina This booklet has been prepared and printed by the vocational printing class at Jackson Training School, Concord, North Carolina. It has been produced as part of the regular classwork activities and has provided students vocational training in composition, layout, design, typesetting, paper selection and assembly.

FOURTH ANNUAL

WORKSHOP

for

COTTAGE COUNSELORS

Theme: "OPPORTUNITIES FOR POSITIVE GROUP INTERACTION IN THE COTTAGE LIFE PROGRAM"

February 2 - 4, 1965

SAMARCAND MANOR

Eagle Springs North Carolina

PURPOSE OF THE WORKSHOP

To identify various techniques and procedures which will aid cottage supervisory personnel and cottage counselors in the refinement of the cottage life program.

To develop effective ways and means for implementing these techniques.

CONSULTANTS

Miss Lena J. Martin, ACSW
Director of Child Welfare
Board of Hospitals and Homes
of The Methodist Church
Evanston, Illinois

Mr. Samuel R. Fudge, Consultant
Training Center on Delinquency and Youth Crime
Institute of Government
University of North Carolina
Chapel Hill, North Carolina

WORKSHOP GROUPS

Workshop participants will be divided into the following two groups:

Group A - Supervisors, Directors of Cottage Life, and Head Counselors with supervisory responsibility

Group B - Counselors and Assistant Counselors

KEYNOTE SPEAKERS FOR FOURTH ANNUAL WORKSHOP FOR COTTAGE COUNSELORS

Mr. Lee Bounds
Director
Training Center on Delinquency and Youth Crime
University of North Carolina
Chapel Hill, North Carolina

Mrs. Dorothy Banton, Superintendent Woods Haven-Kruse School for Girls Claymont, Delaware

Honorable Willard I. Gatling, Judge Mecklenburg County Domestic Relations and Juvenile Court Charlotte, North Carolina

KEYNOTE SPEAKERS FOR PAST WORKSHOPS FOR COTTAGE COUNSELORS

Dean Arthur E. Fink

Honorable E. S. Heefner, Jr.

Miss Mae D. Holmes

Dr. Alan Keith-Lucas

Commissioner Blaine M. Madison

Honorable Terry Sanford

Honorable H. P. Taylor, Jr.

FEATURES

Initial Luncheon Meeting

The first session of the Fourth Annual Workshop for Cottage Counselors will convene in the dining room of Carroll Hall for a Tuncheon. Mr. Lee Bounds, Director, Training Center on Delinquency and Youth Crime, University of North Carolina Chapel Hill, North Carolina, will deliver the opening address. This meeting will start at 1:00 p.m., Tuesday, February 2.

Tuesday Night

Program in auditorium.

Buffet Dinner Honoring Consultants

On Tuesday evening the workshop consultants will be honored with a buffet dinner. This event will be held in Mitchell Hall at 6:30 p. m.

Open House and Dinner Meeting at Morrison Training School

At 4:00 p. m., Wednesday, February 3, workshop participants will travel to Morrison Training School for open house and a dinner meeting. Mrs. Dorothy Banton, Superintendent, Woods Haven-Kruse School for Girls, Claymont, Delaware, will be the guest speaker for this session.

Final Luncheon Meeting

The Honorable Willard I. Gatling, Judge, Mecklenburg County Domestic Relations and Juvenile Court, Charlotte, North Carolina, will deliver the closing address at the final luncheon meeting. This event will convene in the dining room of Carroll Hall at 12:30 p. m., Thursday, February 4.

WORKSHOP SCHEDULE

Tuesday, February 2, 1965

11:00 - 12:30 Registration

Administration Building

1:00 Luncheon Meeting

Carroll Hall

Presiding

Warren A. Ellis

Invocation

William R. Windley Superintendent

Leonard Training School

Lunch

Music

Samarcand Manor Chorus

Directed by Mrs. Thelma Alpert

Fashions

Created and modeled by students of Samarcand Manor Vocational Home

Economics Department. Mrs. Amelie

Sheffield, Instructor. Narrated by Carol Luck

Introduction of Consultants

and Special Guests

Warren A. Ellis

Welcome

Miss Reva Mitchell Superintendent

Samarcand Manor

Greetings:

Mrs. John L. Frye

Member

North Carolina Board of Juvenile

Correction

Mr. W. R. Collins

Chairman, Advisory Board

North Carolina Board of Juvenile

Correction

Mr. John L. Allen Director

> North Carolina State Personnel Department

Mr. R. L. Denney Executive Director

North Carolina Council on Mental Retardation

Mr. R. Eugene Brown

Commissioner

North Carolina Department of Public Welfare

Introduction of Speaker

Blaine M. Madison
Commissioner

North Carolina Board of Juvenile Correction

Address

Mr. Lee Bounds Director

Training Center on Delinquency and Youth Crime
University of North Carolina
Chapel Hill, North Carolina

3:00 - 5:00 First Workshop Session

Group A (Lobby of Staff Cottage)

Lena J. Martin, Consultant

Topic: What Children Need from Adults

Group B (Lobby of Administration Building)

Samuel R. Fudge, Consultant

Topic: A Cottage Life Program Structure Which Provides for the Needs of the Child

- a. Feeling of security
- b. response
- c. recognition
- d. new experiences
- e. faith

6:30

Buffet Dinner Honoring Consultants

Mitchell Hall

Presiding

Warren A. Ellis

Invocation

William Brock Head Counselor

Morrison Training School

Dinner

Comments

R. Vance Robertson

Director

Juvenile Evaluation Center

8:00

"Singspiration" in Auditorium

Wednesday, February 3, 1965

8:00 Breakfast Carroll Hall

9:30 - 11:30 Second Workshop Session

Group A (Lobby of Staff Cottage)

Lena J. Martin, Consultant

Topic: Providing Opportunities for Staff and Students to Assume Responsibilities

Group B (Lobby of Administration Building)

Samuel R. Fudge, Consultant

Topic: A Cottage Life Program Structure Which Provides for the Needs of the Child

a. Feeling of security

b. response

c. recognition

d. new experiences

e. faith

12:00 Lunch

Carroll Hall

1:30 - 3:00 Third Workshop Session

Group A (Lobby of Staff Cottage)

Lena J. Martin, Consultant

Topic: Symptoms of Emotional Disturbance in Child-

ren

Group B (Lobby of Administration Building)

Samuel R. Fudge, Consultant

Topic: A Cottage Life Program Structure Which Pro-

vides for the Needs of the Child

a. Feeling of security

b. response

c. recognition

d. new experiences

e. faith

4:00 Travel to Morrison Training School for Open House and Dinner Meeting

Dinner Meeting

Morrison Training School Cafeteria

Presiding Robert E. Edwards

Assistant Superintendent Morrison Training School

Invocation Mrs. Josephine S. Brown

Principal

Morrison Training School

Dinner

6:30

Music Morrison Training School Chorus

Welcome and Recognition

of Special Guests Henry W. Parker

Superintendent

Morrison Training School

Comments Blaine M. Madison

Commissioner

North Carolina Board of Juvenile Correction

Introduction of Speaker Miss Mae D. Holmes

Superintendent

Dobbs Farm

Address Mrs. Dorothy Banton

Superintendent

Woods Haven-Kruse School for Girls

Claymont, Delaware

Thursday, February 4, 1965

8:00

Breakfast
Carroll Hall

9:00

Open House at all cottages, Academic School, and Vocational School. Group A assemble at Staff Cottage to begin tour. Group B assemble at Administration Building to begin tour.

10:30 Joint Meeting of Groups A and B (Administration Building)

NBC Film on Woods Haven-Kruse School for Girls

Summation: Groups A and B

Presentation of Certificates

12:30 Final Luncheon Meeting

Carroll Hall

Presiding Warren A. Ellis

Invocation Bill D. Noland

Director of Cottage Life
Juvenile Evaluation Center

Lunch

"Off To a Good Start"

Kathy Wallace Student Samarcand Manor

Comments

Blaine M. Madison Commissioner

North Carolina Board of Juvenile Correction

Introduction of Speaker

Hoyt O. Sloop Assistant Superintendent

Jackson Training School

Address

Honorable Willard I. Gatling, Judge Mecklenburg County Domestic Relations and Juvenile Court

Charlotte, North Carolina

Presentation

Miss Cynthia Cook Student Samarcand Manor

WORKSHOP PARTICIPANTS

GROUP A

Lena J. Martin Consultant *Warren A. Ellis Director of Cottage Life *Hoyt O. Sloop Jackson John Allen Eastern Bill Noland Center Irene Roberts Dobbs Robert Edwards Morrison Roosevelt Williams Leonard Fannie Caulk Samarcand *Shanta Bhutani Samarcand Eugene Wood Director of Psychological Services Gene Bass Center R. Vance Robertson Center

GROUP B

Samuel Fudge	Consultant
Barbara Wethington	Secretary
Fannie Martin	Samarcand
Connie Cameron	Samarcand
Malcolm Cheek	Jackson
Laura Cheek	Jackson
*Gilbert Ledbetter	Leonard
Louise Ledbetter	Leonard
*John Boltin	Center
Rebecca Davidson	Center
John Bain	Eastern
Mavis Bain	Eastern
La Forest Jones	Dobbs
Dorothy Brinson	Dobbs
Anna Smith	Morrison
*William Brock	Morrison
J. Walter Bryan	Director of Education



HONORABLE DAN MOORE

Governor of North Carolina

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Commissioner

* *

WARREN A. ELLIS

Director of Cottage Life

* *

MISS REVA MITCHELL

Superintendent Samarcand Manor

* *

HARRY E. FISHER

Principal - Assistant Superintendent Samarcand Manor PROCEEDINGS
WORKSHOP
FOR
COTTAGE COUNSELORS



CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism, He learns to condemn. If a child lives with hostility, He learns to fight. If a child lives with ridicule, He learns to be shy. If a child lives with jealousy, He learns to be guilty. If a child lives with encouragement, He learns confidence. If a child lives witth praise, He learns to appreciate. If a child lives with fairness, He learns justice. If a child lives with security, He learns to have faith. If a child lives with approval, He learns to like himself. If a child lives with acceptance and friendship, He learns to find love in the world. -Anonymous

About the Cover

Miss Lena J. Martin and Mrs. La Forest Jones observe a Samarcand student operating a loom in the "Shuttle Shop" of the Vocational Arts Department at Samarcand Manor.

FOURTH ANNUAL

PROCEEDINGS WORKSHOP

for

COTTAGE COUNSELORS

Theme:

"OPPORTUNITIES FOR POSITIVE GROUP INTERACTION IN THE COTTAGE LIFE PROGRAM"

February 2-4, 1965

SAMARCAND MANOR

Eagle Springs North Carolina

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GREETINGS: Mrs. John L. Frye

Commissioner Madison, Superintendent Mitchell, Distinguished Guests, Staff. Friends, it is a privilege and a honor for me to bring greetings to this Fourth Annual Workshop for Cottage Counselors from the Board of Juvenile Correction.

You know we are accustomed to thinking in terms of things we know best. At this season of the year it is customary for those of us who are in the merchandising business to conduct an inventory which is a listing of articles, supplies, and materials with the description, the property, and the value of each. If the Board of Juvenile Correction could inventory its talents and its gifts and the values of the Department of Juvenile Correction, just think what an impressive list that would make. We have Commissioner Madison, a man of national fame in the juvenile training field. We have the Administrative Assistant, Mr. Bennett. We have our young man of whom we are proud, the Director of Psychological Services, Mr. Wood. We have the Director of Education, Mr. Bryan; the Director of Farms Mr. Cameron; and the Director of Cottage Life, Mr. Ellis; and our supervisor of Maintenance, Mr. McCaskill. We have these seven wonderful superintendents whom you have just met. These people compose our chief personnel and our business staff. We have seven institutions, complete institutions of which we are very proud. Behind all of these people we are fortunate to have a deep concern from the people of North Carolina.

We have over 1600 young people in our institutions like the young ladies who just sang for you, the young ladies who just modeled the clothes they made here. We have these young people - - - not problem young people but young people with problems. This is a big business. This is industry comprised of industrious people. This is consumption - - consuming the talents necessary for development.

Very roughly I must say this comprises the inventory for the greatest and most effective program in the State of North Carolina. The Board of Juvenile Correction is proud, very proud to be a part of this program and to be associated with these people who plan and carry on the great work of this department.

Congratulations to all of you from the Board of Juvenile Correction.

FOREWORD

It is not enough to only "understand" the delinquent child. We must strive to use our understanding to provide an environment which will be conducive to the growth and development of our youth, which will instill in them a desire to change attitudes, and which will create within each child a reservoir of emotional experiences which will enable him to develop some degree of self-discipline. A major value of these cottage life workshops is realized in the opportunity for us who attend to re-evaluate ourselves, our attitudes, our weaknesses and strengths as well as the opportunity to discuss new techniques of treatment regarding the rehabilitation process of delinquent youth.



BLAINE M. MADISONCommissioner, North Carolina
Board of Juvenile Correction

The completion of the Fourth Annual Workshop for Cottage Counselors reflects the dedication and determination of Blaine M. Madison, Commissioner of the North Carolina Board of Juvenile Correction, to provide an additional media of training for counselors within the Juvenile correction program in North Carolina. Since the first workshop was completed in February of 1962, he has afforded extraordinary guidance in aquiring the best available consultants, dis-

tinguished guest speaker, and encouragement and support in the total workshop structure and program. These contributions positively reflect his determination to increase the vitality and concern for improvement of the North Carolina Board of Juvenile Correction. Those of us who have the opportunity to work with him fully realize and appreciate his mastery of self and ability as a distinguished leader. This leadership always measures up to the full needs of those it serves.



WARREN A. ELLIS
Director of Cottage Life

ACKNOWLEDGMENTS

It is with deep sincerity that I extend my appreciation to the many people who have contributed to the success of this the Fourth Annual Workshop for Cottage Counselors. It will not be possible to list all of the people who have made contributions. However, a special recognition is due Mr. Blaine M. Madison, Commissioner; Superintendint Reva Mitchell, Samaroand Manor; Miss

Lena. J. Martin, Consultant; Mr. Samuel R. Fudge, Consultant; Mrs. Thelma Aipert, Music Director; Samarcand Manor, Mrs. Amelie Sheffield, Vocational Home Economics Instructor; Samarcand Manor, Samarcand students who modeled clothing, who sang in the choir, and staff and students who so efficiently prepared and served the attractive and delicious meals.



MISS REVA MITCHELL Superintendent Samarcand Manor

She gives hope and a new direction in life to the children in her care and strives to instill courage and the determination to continue the more abundant life to which students are exposed at Samarcand Manor. Our sincere expression of appreciation goes to Superintendent Mitchell for an enjoyable visit during the Fourth Annual Workshop for Cottage Counselors.



CONSULTANTS

Miss Lena J. Martin

Miss Martin currently is a consultant with the Board of Hospitals and Homes of the Methodist Church, Chicago, Illinois. She is a native Mississippian, a graduate of Millsaps College, Jackson, Mississippi and holds a

M. S. W. from the University of Tennessee School of Social Work, Nashville, Tennessee.

Miss Martin has worked as a seventh grade teacher, a caseworker in a Methodist Children's Home, the director of a private state-wide child placing agency, and State Director of Personnel for the Mississippi Department of Public Welfare. Most of her life has been devoted to work with children.



Mr. Samuel R. Fudge

Mr. Fudge comes to us from the Training Center on Delinquency and Youth Crime, Institute of Government, University of North Carolina, where he serves as consultant. He holds the B. A. degree from Southeastern University, Memphis, Tennessee, the B. D. degree from

Louisville Presbyterian Seminary, and a M. A. degree in Social Work from the University of North Carolina at Chapel Hill. Mr. Fudge is in demand as a consultant and speaker as he is well known and respected for his emphasis on the importance of the Christian Faith in meeting the complex needs of todays youth.

WORKSHOP LEADERS

Blaine M. Madison Warren A. Ellis Reva Mitchell Commissioner of Correction
Director of Cottage Life
Superintendent, Samarcand Manor

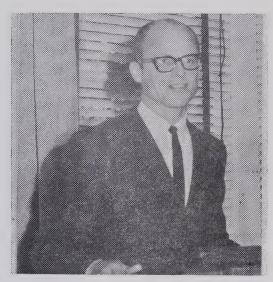
KEYNOTE SPEAKERS AT FOURTH ANNUAL WORKSHOP FOR COTTAGE COUNSELORS

Mr. Lee Bounds
Director
Training Center on Delinquency and Youth Crime
University of North Carolina
Chapel Hill, North Carolina

Honorable Willard I. Gatling, Judge Mecklenburg Country Domestic Relations and Juvenile Court Charlotte, North Carolina

FOR COTTAGE COUNSELORS

Dean Authur E. Fink
Honorable E. S. Heefner, Jr.
Miss Mae D. Holmes
Dr. Alan Keith—Lucas
Commissioner Blaine M. Madison
Honorable Terry Sanford
Honorable H. P. Taylor, Jr.



FIRST LUNCHEON MEETING

Lee Bounds

The Fourth Annual Workshop for Cottage Counselors was honored to have Mr. Lee Bounds, Director, Training Center on Delinquency and Youth Crime, University of North Carolina, as the guest speaker at its first luncheon meeting. His address was centered around the Chapel Hill Youth Development and Research Unit (CHYDARU), an experimental laboratory on the U. N. C. campus under the direction of the Training Center on Delinquency and Youth Crime, CHYDARU is operated under the philosophy and concepts of a therapeutic community as developed by Doctor Maxwell Jones and applied at the Belmont Hospital in England. Dr. Jones was a psychiatrist who, because of his awarness of the lack of professionally trained people in his field, developed his community on a group work basis. His program rested on the premise that when you are working with character disorder, little progress will be realized unless the whole social context under which the person under treatment lives is considered.

The CHYDARU program seeks to create a therapeutic community where all of the social context of the resident will be considered and where he will act as social therapist along with fellow peers through airing "problems of the day" in daily meetings where residents are responsible for peer group examination and evaluation of actions.



FINAL LUNCHEON MEETING

Honorable Willard I. Gatling

Participants at the final luncheon meeting of the Fourth Annual Workshop for Cottage Counselors were privileged to hear an inspirational talk by the Honorable Williard I. Gatling, Judge of the Mecklenburg County Domestic Relations and Juvenile Court. Judge Gatling centered his comments around the area of responsibility of both parents and foster parents toward their children. He challenged us to:

"provide an atmosphere where children in our care will receive some of the physical and emotional needs of which they have been deprived so drastically,

provide a continuing program of staff development with emphasis on a deeper and broader understanding of child growth and a continued search for practical methods for integation of new ideas into our program,

develop a broader perspective in terms of individual treatment within the group and in determining the capacities of each student being careful not to demand a performance which is greater than he can give.

to subsidize our students with recognition, love, attention, talk, affection, play, dedication, intelligence, and authority,

re-evaluate ourselves, our personal values, our goals, our performances as seen through the eyes of others, and our responsibility toward those we serve."

Our sincere appreciation goes to Judge Gatling for providing a major service and highlight to the workshop.

WORKSHOPS

Workshop participants were divided into two groups, each of which discussed problems or areas closely related to their particular responsibility.

Group "A" was composed primarily of supervisors or staff members with supervisory responsibility. Group "B" was composed primarily of counselors and assistant counselors.

Topics for discussion were selected primarily from questionnaries, which were filled out and submitted by previous workshop participants, and which contained suggested subject matter.

A summary of each workshop was prepared by a writing committee, with the help of their respective consultant, and presented in a joint summation meeting which constituted the final workshop session. These summaries will be found on the following pages.

WHAT CHILDREN NEED FROM ADULTS

Discussions for this workshop began with our consultant paying a tribute to the staff members "on the firing line who give of self, wisdom, and devotion to a difficult job but perhaps one of the most important businesses in our world today—that of working with children with difficult problems."

It was recognized that the broad objective in providing needs for any child should be to insure for him or her a significant place in society and a significant place in a family. How do we as counselors seek to meet these objectives in part or whole? While we have the delinquent youth in our care our challenge is to get some of our values across to them; to expose them to some environmental experiences where success and praise for achievement will be found; to create within each student a reservoir of emotional experiences which will enable him to develop some degree of self discipline.

A factor which should help adults help children in trouble is the realization that ever child who is in trouble or troubled represents a troubled family. Breakdown in children generally has its roots in the family situation. This is a factor which makes our job of helping children who have problems—either those which are rooted in the child himself or those created and promoted in the family situation and/or his total environment—so difficult. It takes much wisdom for a parent to rear a child well and help him to grow and to develop a healthy personality. It takes much more wisdom, plus skill, understanding, and enjoyment in work with children, for a person to help someone else's child develope properly and overcome the deprivations and hurts he has suffered. The greater a child's deprivation and hurt, the more he needs from counselors—the unrelated adults who have a very special helping and healing role at a crucial time is his life.

Before discussing the basic things every child needs from adults who have a part in his training, the group considered the meaning of what separation from one's family has for the child regardless of how inadequate, from our viewpoint his family may be.

- ...Leaving one's own home is an emotionally painful experience.
- ... The institution is different.

- ... Routines are strange and perhaps impersonal
- ... One of the most different and diffcult parts of institutional life is the lack of privacy.

The following needs were recognized as important to our students:

- ... to receive courtesy and respect as individuals from adults
- ... to know that their counselors have a genuine and sincere feeling for them.
- ... limits, consistency, and reasons for these
- ...the opportunity to acheive habits that are socially acceptable.
- ... to hear the truth from adults
- ... rules, routine and regulations and reasons
- ...love
- ... discipline
- ...controls—a feeling of unrepressed firmness
- ... praise
- ... to be alone at times
- ...to understand that all members of the group are not necessarily treated the same.
- ... privileges to choose
- ... physical needs-food, shelter, clothing
- ...a chance to work and play, succeed and fail, and education and cultural opportunities
- ... a feeling of security

These things hold for the student many vital resources for the development of character and personality, and the attainment of an inner poise, a deep assurance, and a dynamic abiding sense of security.

PROVIDING OPPORTUNITIES FOR STAFF AND STUDENTS TO ASSUME RESPONSIBILITIES

Of prime importance as we discuss the matter of providing opportunities for staff and children to assume responsibilities are basic factors such as:

- ... What are he goals of the institution?
- ... Is the student's use of the institutions' program—cottage life, academic and vocational school, recreation, relligious services, casework and other services—reviewed periodically by staff and utilized as a guide in making any appropriate changes in goals for the student?
- ... Are there adequate procedures and good methods of communication so that staff may keep abreast of each other's concerns for children in their care?
- ... Recognition that the institution is a community composed of human beings in personal interaction.

One of the greatest challenges for the staff in our institutions is the responsibility for educating youngsters in the development of self-control and more acceptable standards of behavior which will enable him to live more successfully upon his return to his home community. The responsibility for helping and guiding students in achieving the ability to be more responsible rests primarily with staff who have continuous contact with the student. Staff should be alert to situations which may provide opportunities in which to test students in their willingness and ability to demonstrate responsibilities. This will involve a certain amount of risk on the part of staff; however, staff members themselves must be able to accept responsibility before they can provide opportunities for others to assume responsibility. The staff member must have a clear understanding of his own value system, his strengths, weaknessess, prejudices, attitudes, and the meaning of their relationships with children in their care and with their co-workers.

Development of the structure to provide opportunity for staff and student to assume responsibility rests with administrative and supervisory

personnel. The key in this process is the ability of administrative and supervisory personnel to:

- ... Select and employ mature adults of stable character, who have a healthy interest is children and the intelligence and ability to assume responsibility.
- ... Maintain a working climate conductive to a high level of morale harmony, and esprit de corps.
- ... Recognize that all staff have the need for respect, recognition, appreciation and achievement.

The following criteria for integrating into a program the proper opportunities for assuming responsibility were discussed.

- ... The supervisor is a teacher; therefore supervision is seen as an educational process:
 - -to strengthen staff performance
 - -to promote better communication among departments and
 - -to promote better cimmunication among departments and individuals.
- ... Supervisors must be able to judge when a staff member is able to take on added or difficult responsibility.
- ... The supervisor outlines problems, involves staff in developing solutions, assigns responsibilities for follow-up. Others quietly take over responsibilities.
- ... Responsibility needs to be supported by authority and opportunity to make decisions.
- ... Authority must serve as an enabling supporting and educating function as well as a directive one.
- ... Every staff member should have adequate and good supervision and support, quanity-wise and quality-wise.
- ... Responsibilities should be clearly delineated and thoroughly understood.
- ... Staff must accept need for self-discipline as well as responsibility to help youngsters develop inner controls.

- ... Staff must be able to rely on the objectivity and judgment of his supervisor. Likewise children need and must have this same kind of support as they experience success and failure in taking on new responsibility.
- ... Responsibility given must be challenging if it is to promote growth and development of inner controls; yet it must not be so far beyond ability to acheive that it is impossible.
- ... Capacity to make decisions, evaluate alternatives and take risks are necessary in discharging responsibility.
- ... Children need to have clear understanding of what is involved in accepting responsibility.
- ... It is important that staff and children not be given responsibilities they are not yet ready to discharge capably.
- ... All staff must be aware that the institutional setting provides structure for neglecting responsibility or "passing the buck."

"Who raises a child of his own flesh lives with nature; Who raises a child of another lives with God."

Meritos

SYMPTOMS OF EMOTIONAL DISTURBANCE IN CHILDREN

The very word emotion suggests agitation and excitement. And there is a tendency to think of emotions as though they were disembodied forces which in some mysterious way arise from their depths and seize the individual and place him at their mercy. Adolescence, accordingly, is considered to be a highly emotional period of development - "a crazy, mixed- up period." This extreme view exaggerates the dramatic and distubing aspects of emotion. It fails to acknowledge that much of the emotional life of the normal adolescent is calm, deep and constructive. The inconspicuous manifestations of emotion need greater recognition.

But our concern here is with the SYMPTOMS OF EMOTIONAL DISTURBANCE IN CHILDREN. We must first establish some basic facts about emotions. First of all, we must recognize that emotions grow and that this growth extends from early infancy through childhood and the teen years. Even a baby can teach us something about the innate nature of developmental changes. Compare, for example, the emotional maturity of a typical infant at 28 weeks of age and 32 weeks of age. But while we recognize that emotional growth is a gradual thing that begins in early infancy we must also recognize the crucial period is that between ten and sixteen years.

There are millions of American youngsters who are in need of psychiatric help and in many cases the parents do not recognize it or will not admit it." Often they brush off the child's behavior by saying, "Oh, he'll outgrow it" or "that's just Tommy - he's always been that way." Yet the fact is that youth is the most important time to recognize and treat psychiatric problems. And if early warning signs are ignored, they can lead to great difficulities later.

In our modern society, thanks to greater phychiatric knowledge and more extensive facilities than in the past, it is possible to treat and to check such difficulties before damage is irreparable. But how do you know when a child is in need of psychiatric help? What are the signs? Very briefly we may say that when there is an abrupt change in school performance, or when the discrepancy between performance and ability becomes too great it is quite likely that emotional disturbance is beginning to show itself in a youngster. If a child withdraws from the companionship of other children or from activities this may well indicate emotional

involvement just as a child who acts out his hostility - by temper tantrums, tears, fighting, and lack of control. There is still another sign and that is when a child appears to have a feeling of unworthiness, lacks confidence in all areas or seems to have a feeling he is not loved.

If then these are the major SYMPTOMS OF EMOTIONAL DISTURBANCE IN CHILDREN, let us briefly review a case history in which emotional disturbance is evident with emphasis on the development of solutions to early childhood conflicts. The desirable solution is, of course, that the child develop adequate defenses with what we might call a stable normal, character structure.

The case: A boy, now 15½ years of age, who had attended a private school for one year, was referred to a state hospital. The major symptoms at the time of referral was a school phobia. The problem had been handled in the past by the parents who would forcibly drag the boy to school. The boy's response was one of aggression and destructive outburst. The boy refused to see a psychiatrist and was subsequently sent to the hospital.

His mother is described as both overprotective and overindulgent; the father as passive, dependent and easygoing. From the time the boy was eight months old, the father was away from home for three years, in the Armed Services. The boy's relationship to the mother was one of conflict, a sadomasochistic one with violent physical fights and tender reconciliations. The boy slept in his mother's bedroom until he was displaced by his father when he was $3\frac{1}{2}$ years old.

The boy was bottle fed and toilet training was accomplished early and easily. His early development, otherwise, appeared to be normal. Pubertal change appeared at about 11 or 12 years of age. Masturbation was observed by the mother at about age 12. Three months prior to his admission to the hospital, the mother, believing that masturbation might be a factor in the school phobia, reassured him about it. The father was never involved in the boy's sexual education. It is reported that the boy will not allow other boys in the room when he dresses and he has never shown any interest in girls.

When this boy was 2 or 3 years old, he expressed fear of the dark, and at age 7 he had a series of nightmares. When he was sent to kindergarten, at age 5, he cried intensely and vomited on the way to school. He refused to join activities with other children. He subsequently did well

at school, but he never took part in athletic activities and he had poor social relationship. He is described as moody and withdraw. He had few friends, and those he liked were usually boys much smaller than he but with an interest in science as he had. He had, along with another boy, set up an electrical workshop in the basement of his home. Over the past two year period, the boy had become irritable, aggressive, and hostile toward the family.

One and a half years prior to his admission to the state hospital he developed a fear of going to school. He would stay at home, professing a fear of examinations although he had a fine scholastic record. He became destructive around the house and on one occasion smashed a camera his parents had given him as a gift. He became quite aggressive and domineering toward a younger brother. From this point on, he became worse and was the ruler in the family. Hospitalization was the final recourse. Discharged schizoid personality with compulsive traits.

Here we see a school phobia as the surface symptom, but what are some of the underlying ones? Deep seated anxiety must be listed, as well as conflicts in the area of psychosexual adjustment. The conflict around activity and passivity resulting from the absence of the father for the first three years surely does not enhance the situation. A further contributing factor is the different personality structures of mother and father - the mother being the dominating, aggressive parent and father the passive, dependent, ineffectual one.

Authorities agree that most people know what is generally expected of a child and common sense combined with knowledge can usually tell whether a problem exists. It must be recognized, however, that not every strange pattern of behavior can be attributed to psychological problems. What may be viewed as a disturbed phyche may well represent a disturbance that is purely physical in nature. But in any case, emotional problems among our young people are widespread. It is postulated by one of our leading phychiatric hospitals (CPH - University of Michigan) that 2 1/2 to 4 1/2 million children are emotionally disturbed to a degree to need treatment. We ask - "what is a **rule of thumb** for the detection of such involvement?" - if a boy sucks his thumb when others his age stopped - that's bad. If a girl **wets the bed** long after she should have outgrown it, she may be in hot water. While these two notes may evoke a laugh, they are both very true. In a more serious vein - any behavior that

is excessive and is continually repeated should be checked.

The transformations which take place during the cycle of seven years are remarkable in variety and extent. Each year releases new emotional potentials, resulting in readjustments between the changing organism and the expanding environment. Emotions thus become both symptoms and creative forces in the continuing drama of development.

As the self matures, emotional behavior matures. Emotional growth requires an interweaving organization of opposed tendencies both on large and on small scales. Where this interweaving is not correct, the error presents itself as a sign of possible emotional disturbance. Fortunately, if this error in the weaving is discovered early enough it can be corrected with little trouble. However, where it is not detected early, more involved treatment may be necessary.

Because the area of SYMPTOMS OF EMOTIONAL DISTURBANCE IN CHILDREN is such a broad one, it may be best to consider what represents emotional maturity for various age levels, recognizing that the deviations would present a symptom of possible emotional disturbance.

Ten seems to be a good point at which to start. It is a relatively integrated stage of maturity and comparatively simple in emotional structure. The ten year old does not seem to think too much about how he feels but sort of takes everything for granted-making few demands on others. In the main he is not competitive, nor is he as envious as he is destined to become.

There is an unmistakable contrast in the emotional behavior of eleven and ten year olds. At eleven we begin to see shifts in mood with undercurrents of irritability, belligerence and argumentativeness. By twelve things begin to smooth out both for parent and child. The twelve year old is in better self-control and he does not flare up too readily. He is more restrained in demonstrating his affection. He is becoming aware of the feelings of others. The twelve year old may be described as outgoing, exuberant and enthusiastic. But by thirteen he begins to calm down. He becomes more withdrawn and more concerned about himself and others. He is greatly sensitive and also secretive. This may be the best indictation that his emotions are deepening. By the fourteen year stage, outgoing tendencies really present themselves and the individual is full of laughter, jokes and humor. He lets people know how he feels and often will permit unresolved fears and worries come to the surface. But just as nature

has a way of calming an angry sea, so does she calm the fourteen down during the fifteen year old period to a rather withdrawn, apathetic and indifferent soul. His general soft spokenness is readily contrasted with his fourteen year old loudness. By the sixteenth year the individual has reached a stage of improved integration and may be seen as a well adjusted individual. This emotional growth represents a progressive patterning process. Many youngsters will be able to go through the entire process smoothly and without difficulty. But there are those who will have experiences that will bring unhappiness to themselves and/or to their loved ones. It is in these that we are sure to find signs of emotional disturbance. It is this group that makes up the large number of youngsters who are headed for he hills of the emotionally ill.

It is unfortunate that there is no way of knowing in advance if one child will need special help with adjustment and another child will not. Some children go through life seemingly in mild distress yet never meet a cause which makes this distress acute. Others may appear normal for a long period of time and then suddenly send up warning signals. These then seem to be the major indications of possible emotional disturbance: (1) When a child withdraws from family and / or friends or from play, (2) Bed-wetting, (3) Obesity, (4) When temper tantrums, tears, fighting and general lack of control are an expression of acting out hostility, (5) When there are sudden changes in school performance, (6) Excessive sexual preoccupation, (7) Being too agreeable, (8) When there is a feeling of not being loved by those one loves, (9) Nail biting, and (10) Stuttering.

Presented at Fourth Annual Workshop for Counselors at Samarcand Manor on February 3, 1965.

Gene A. Bass Clinical Psychologist Juvenile Evaluation Center Swannanoa, North Carolina

A COTTAGE LIFE PROGRAM STRUCTURE WHICH PROVIDES FOR THE NEEDS OF THE CHILD

Samuel R. Fudge, Consultant

In endeavoring to explore methods of providing structure which meets the needs of the child, our group first thought it would be in order to set the stage by reviewing some realities relative to the type student we serve which will have direct effect on program structure. The following points were submitted by the group.

- The child doesn't want to be in a training school. As a result of this feeling he probably will initially project an attitude of indifference, aggressiveness, having been unjustly committed, distrust and suspicion. Therefore, our initial contact is extremely important.
- The child has no valid reason to like us upon his/her arrival to the school. We should not allow this to effect or cause us to make premature judgments about the new student in our care. Probably the hardest responsibility of staff is accepting the hostility of children.
- 3. We are legally responsible to the State of North Carolina for the custody of students in our care.
- 4. The vast majority of children in our care have lost faith in people and in God. Because our students are with counselors a great deal of the time the student will be influenced by our demonstrations of faith.
- 5. The child is most likely to fear what will happen to him and how he might be changed.
- 6. Some children will be mildly mentally retarded.
- The child committed to the training school generally will have a very poor ego structure.

The commitment of a child to the training school does not change his needs. Basically the needs are the same as before. Our group discussions were centered around a program structure which will meet these needs. Although we recognized the importance of meeting the physical needs of the child, the greater emphases in our discussions were centered around a program structure which meets the emotional needs of children. The following concepts were noted in our discussions:

Feeling of Security will likely result where the child is exposed to:

- ... food in abundance and attractively served
- . . . opportunity for rest in comfortable surroundings
- . . . an adult who will keep them from hurting self or someone else
- . . . an adult who earns, not demands, respect
- . . . an adult who is emotionally secure
- . . . an environment which provides an opportunity for more success than failure
- ... an environment that provides a goal within the reach of each child.

Response will be found where there is:

- ... opportunity to care and be cared for
- . . . emphasis on progress
- . . . understanding
- . . . opportunity to laugh at mistakes
- . . . fair play
- ... opportunity to be heard and express himself
- . . . logical explanation for the necessity and value of rules, regulations, and routine
- . . . an adult who takes pride is his or her responsibilities and achievements
- . . . clearly defined and consistently enforced limits
- ... an environment in which a child can feel protected from the threats and pressures of his peers
- . . . an adult who demonstrates a sincere interest in the progress achieved by each child.

It is important that we listen to our students when they are complaining or talking about someone else but we must be sure that we do not support his negative feelings or point of view in our response. We have to work with his feelings, whether negative or positive, at the same time being careful in dealing with his problem. We need to bring the situation

into reality. The counselor can usually be authoritative and give immediate suggestions to remedy a situation but, whenever possible, it is a better learning experience for the child when he is given an opportunity to assume some responsibility for his actions. This tends to help him develop the self-discipline he needs.

We can give recognition by:

- . . . acknowledging any success which might be accomplished by the child
- . . . giving support which will build self-confidence
- . . . accepting the child for what he is, not what we would like for him to be
- . . . providing opportunities for each child to participate in activities
- ... teaching the child to set realistic goals. Analysis of

In providing for new experiences we should:

- . . . recognize the hunger for adventure that is generally typified by the actions of our youth
- . . . strive to take a genuine interest ourselves in all cottage activities
- . . . provide good books
- ... provide recreational outlets for the seemingly unlimited energies in youngsters
- ... break the routine of the cottage by planning a new activity occasionally
- . . . teach and demonstrate good work habits
- . , . provide clubs and organizations designed to develop poise in students.

Children will learn to have faith

- . . . when adults teach religious values
- . . . when the child is motivated to find out some things for himself
- . . . when the child can feel that adults have faith in him
- . . . when opportunities to be a part of religious activities and training are provided
- . . . when adults reflect that they themselves are not perfect and can make mistakes.

How our program structure is designed to meet the foregoing needs.

A. Group living (cottage) program

- 1. controls
- 2. responsibility for learning good work habits
- 3. honor privileges
 - a. summer camps
 - b. shopping
 - c. off-campus trips
 - d. honor rolls
 - e. honor status
- 4. recreation and sports
- 5. orientation programs
- 6. release programs

B. Training program

- 1. vocational
- 2. academic training
- 3. on-the-job training
- 4. sports program
- 5. spiritual program

C. Organizations and clubs

- 1. Boy Scouts
- 2. Girl Scouts
- 3. 4 H Clubs
- 4. academic clubs

"OFF TO A GOOD START"

My good start began on July 23, 1964, the day I entered Samarcand. It was a completely different world to me. For about three days I was a visitor, just like every new girl is, but then I also began to take my place in this new world and felt like I had a place in it and was wanted like every girl in Samarcand.

Since I spent a great deal of my first week here inside of the cottage, that is where my first impressions of Samarcand formed. I found the counselors kind, understanding and warm. The girls who are assigned to the orientation cottage to help new girls are friendly and try to make the newcomer feel right at home. As I look back on those first few weeks, I don't know what I would have done without them.

There are six different cottages on campus. As a new girl you are always admitted first at Carroll Hall, the orientation cottage (the cottage we are in now). From there the girls are placed into the five other cottages. Here the girls learn to live together sharing work and responsibility with the help of their cottage counselors.

One of the deepest impressions made on me was the realization that we discipline ourselves with our Honor Pledge. When I say, I pledge myself as a member of the Honor Group to obey the rules which govern the organization, I mean that from my heart and sincerely try to obey these rules.

To be truthful, honest, and fair in my daily conduct is one of the most important promises the pledge states. This alone can develop strong character.

Referring to cottage life, I pledge myself to assist in every way to make life in the cottage happy and free from arguments. Following the promise to be clean in thought and conversations, and to prevent the use of profanity on campus leads to a better all around person.

As the girls progress in attitude, work habits, and assume responsibility they advance into higher groups which are: New Probation, Old Probation, and Honor Group.

Of course there are some girls who do not adjust as quickly and easily as others, so naturally they are placed in a lower group, but this always gives them something to work toward.

All of this really impressed me! My next impressions of Samarcand formed as I received my assignment and grade in school. Each girl takes an achievement test to determine her placement in school. I was placed in the ninth grade where I go from 8 A. M. to 12 A. M. I take General Science, English, Literature, Mathematics, and typing. The sophomore class offers Algebra 1, Biology, World History, and English. The girls have a wonderful opportunity here to take 11th and 12th grade subjects together They take General Business, Bookkeeping, Chemistry, U. S. History, English 111 and 1V, and French. All classes receive instruction in gymnastics in our new gymnasium. We have a graduating class this year of 25 girls. We have commencement exercises in which the graduates wear beautiful blue caps and gowns; they also receive rings.

Here the girls receive the same academic schooling as in public schools, with the addition of the vocational training.

Along the field of recreation we have a full length movie each Wednesday night, picnics during the summer months and parties on holidays.

I received weaving as my first vocational assignment from 1 to 4 P. M. Weaving was something entirely new to me! I learned to weave thread into materials, from which napkins, draperies, and aprons were made. I also learned to knit, which I enjoyed very much.

My next assignment was Home Economics. Of course I don't need to tell you how very important it is in every girls life to receive training in Home Economics! I enjoyed this assignment very much. I learned to sew by making an outfit for myself. Each one of the girls did this and at the end of the assignment we had a fashion show before the whole student body and faculty. I also received training in cooking.

In the six months I have been at Samarcand, these two assignments are the only ones I have had, but I'd like to give you an idea of the opportunities that still lie before me in different assignments.

There is the Arts and Crafts department where you are taught to make rugs, embroider, and different other artistic crafts.

We have our own farm on campus, and our farm girls to work it. They learn very much about agriculture and the care of different farm animals.

The ice plant girls pasteurize the milk and take care of all our dairy products. They also make our ice cream.

At the cannery they learn the preparation of food for canning and

freezing. We can freeze all surplus products.

All of the campus clothes that the girls wear are made here on campus in the two sewing departments. They also make costumes for special programs.

We also have laundry facilities where the girls learn to take care of their clothes.

There are six girls in each cottage who receive cook as their assignment. They prepare the meals for the girls in their cottage. By just looking at the girls you can tell we have some pretty good cooks!

For those girls who have in mind going into nurses training as their occupation, they are given the opportunity to serve as Nurse's Aide at our clinic. They receive basic training under our nurse.

The last assignment I am going to tell you about is probably the most wanted one on campus. This of course is Beauty Shop. The girls are able to take a full beauty course, in this assignment, with all the facilities and equipment of a regular beauty school. And they have plenty of customers. All the girls love to go to the Beauty Ssop for either a manicure, shampoo, set or permanent.

Last, but certainly not least is the moral and religious training I have received at Samarcand. Each Sunday morning we have Sunday School services in which the girls from different cottages take part under the leadership of a staff member. Then Sunday afternoon we have Church Services in which a pastor comes and delivers a sermon to the girls.

One of the things that is very impressive in our church services and I hope has impressed each of you is the beautiful music supplied by the choir and also the other girls.

So you see although I have been at Samarcand just six months, I have just begun to take advantage of the many opportunities here for me! Not only has Samarcand given me a good start here, but it has also given me the desire and determination to put into practice this knowledge and high moral standards when I return to my community.

WORKSHOP PARTICIPANTS

GROUP A

Consultant Lena J. Martin *Warren A. Ellis Director of Cottage Life Bill Noland Center Jackson *Hoyt O. Sloop Eastern John Allen Samarcand *Shanta Bhutani Dobbs Irene Roberts Roberts Edwards Morrison Roosevelt Williams Leonard Fannie Chaulk Samarcand Eugene Wood Director of Psychological Services Gene Bass Center R. Vance Robertson Center

GROUP B

Samuel Fudge Consultant Barbara Wethington Secretary Fannie Martin Samarcand Connie Cameron Samarcand Malcolm Cheek Jackson Laura Cheek Jackson *Gilbert Ledbetter Leonard Louise Ledbetter Leonard *John Boltin Center Rebecca Davidson Center John Bain Eastern Mavis Bain Eastern La Forest Jones Dobbs Dorothy Brinson Dobbs Anna Smith Morrison *William Brock Morrison J. Walter Bryan Director of Education

*Writing Committee

WORKSHOP SCHEDULE

Tuesday, February 2, 1965

11:00 - 12:30 Registration

Administration Building

1:00 Luncheon Meeting

Carroll Hall

Presiding Warren Ellis

Invocation William R. Windley

Superintendent Leonard Training School

Lunch

Music Samarcand Chorus

Directed by Mrs. Thelma Alpert

Fashions Created and modeled by students

of Samarcand Manor Vocational Home Economics Department. Mrs. Amelie

Sheffield, Instructor. Narrated by Carol Luck

Introduction of Consultants

and Special Guests Warren A. Ellis

Welcome Miss Reva Mitchell

Superintendent

Samarcand Manor

Greetings:

Mrs. John L. Frye

Member

North Carolina Board of Juvenile

Correction

Mrs. W. R. Collins

Chairman, Advisory Board North Carolina Board of Juvenile Correction

Mr. John L. Allen

Director

North Carolina State Personnel Department

Mr. R. L. Denney

Executive Director

North Carolina Council on Mental Retardation

Mr. William Safriet Supervisir of staff Development North Carolina Department of Public Welfare

Introduction of speaker

Blaine M. Madison

Commissioner

North Carolina Board of Juvenile Correction

Address

Mr. Lee Bounds

Director

Training Center on Delinquency and Youth Crime
University of North Carolina
Chapel Hill, North Carolina

3:00 - 5:00 First Workshop Session

Lena J. Martin, Consultant

Group A (Lobby of Staff Cottage)

Topic: What Children Need from Adults

Group B (Lobby of Administration Building)

Samuel R. Fudge, Consultant

Topic: A Cottage Life Program Structure Which Provides for the Needs of the Child

a. Feeling of security

b. response

c. recognition

d. new experiences

e. faith

6:30 Buffet Dinner Honoring Consultants

Mitchell Hall

Presiding

Warren A. Ellis

Invocation

William Brock Head Counselor

Morrison Training School

Dinner

Comments

R. Vance Robertson

Director

Juvenile Evaluation Center

8:00 "Singspiration" in Auditorium

Wednesday, February 3, 1965

8:00 Breakfast Carroll Hall

Carron rian

9:30 - 11:30 Second Workshop Session

Group A (Lobby of Staff Cottage)

Lena J. Martin, Consultant

Topic: Providing Opportunities for Staff and Students to Assume Responsibilities

Group B (Lobby of Administration Building)

Samuel R. Fudge, Consultant

Topic: A Cottage Life Program Structure Which Provides for the Needs of the Child

a. Feeling of security

b. response

c. recognition

d. new experiences

e. faith

12:00 Lunch

Carroll Hall

1:30 - 3:00 Third Workshop Session

Group A (Lobby of Staff Cottage)

Lena J. Martin, Consultant

Topic: Symptoms of Emotional Disturbance in Children

Group B (Lobby of Administration Building)

Samuel R. Fudge, Consultant

Topic: A Cottage Life Program Structure Which Provides for the Needs of the Child

a. Feeling of security

b. response

c. recognition

d. new experiences

e. faith

4:00 Travel to Morrison Training School for Open House and

Dinner Meeting

6:30 Dinner Meeting

Morrison Training School Cafeteria

Presiding Robert E. Edwards

Assistant Superintendent Morrison Training School

Invocation Mrs. Josephine S. Brown

Principal

Morrison Training School

Dinner

Music Morrison Training School Chorus

Welcome and Recognition

of Special Guests Henry W. Parker

Superintendent

Morrison Training School

Comments

Blaine M. Madison

Commissioner

North Carolina Board of Juvenile Correction

Comments Miss Mae D. Holmes

Superintendent Dobbs Farm Thursday, February 4, 1965

8:00 Breakfast

Carroll Hall

9:00 Open House at all cottages, Academic School, and Voca-

tional School. Group A assemble at Staff Cottage to begin tour. Group B assemble at Administration Building

to begin tour.

10:30 Joint Meeting of Groups A and B

(Administration Building)

Summation Groups A and B Presentation of Certificates

12:30 Final Luncheon Meeting

Carroll Hall

Presiding

Warren A. Ellis

Invocation

Bill D. Noland

Director of Cottage Life

Juvenile Evaluation Center

Lunch

"Off To a Good Start"

Kathy Wallace Student

Samarcand Manor

Comments

Blaine M. Madison

Commissioner

North Carolina Board of Juvenile Correction

Introduction of Speaker

Hoyt O. Sloop

Assistant Superintedent

Jackson Training School

Address

Honorable Willard I. Gatling, Judge Mecklenburg County Domestic Relations

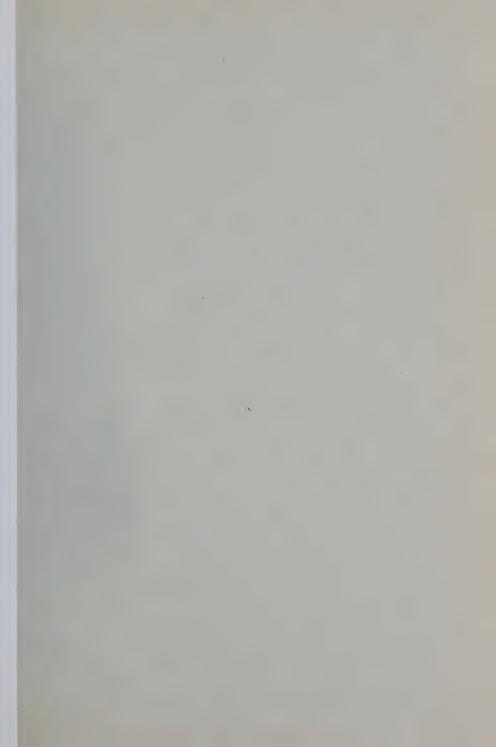
and Juvenile Court

Charlotte, North Carolina

Presentation

Miss Cynthia Cook Student Samarcand Manor en en mer

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This booklet has been prepared and printed by the vocational printing class at Jackson Training School, Concord, North Carolina. It has been produced as part of the regular classwork activities and has provided students vocational training in composition, layout, clesign, typesetting, paper selection, and assembly.

FIFTH ANNUAL

WORKSHOP

for

COTTAGE COUNSELORS



"RECREATION AND LEISURE TIME IN TI Theme: COTTAGE"

February 8 - 10, 1966

SAMARCAND MANOR

Eagle Springs North Carolina This booklet has been prepared and printed by the vocational printing class at Jackson Training School, Concord, North Carolina. It has been produced as part of the regular classwork activities and has provided students vocational training in composition, layout, design, typesetting, paper selection, and assembly.

NORTH CAROLINA BOARD OF JUVENILE CORRECTION Raleigh

FIFTH ANNUAL

WORKSHOP

for

COTTAGE COUNSELORS

SAMARCAND MANOR

February 8 - 10, 1966

PURPOSE OF THE WORKSHOP

To identify various techniques and procedures which will aid cottage supervisory personnel and cottage counselors in the refinement of the cottage life program.

To develop effective ways and means for implementing these techniques.

CONSULTANTS

Leadership will be provided by the following consultants:

Virginia Gregory Assistant Director North Carolina Recreation Commission Raleigh

Lonnie Powell Assistant Director North Carolina Recreation Commission Raleigh

WORKSHOP GROUPS

Workshop participants will be divided into the following two groups:
Group A - Supervisors, Directors of Cottage Life, and Head Counselors with
Group A - supervisory responsibility

Group B - Counselors and Assistant Counselors

KEYNOTE SPEAKERS FOR FIFTH ANNUAL WORKSHOP for COTTAGE COUNSELORS

Mr. Kenneth Carpenter
Chief, Technical Aid Branch
Division of Juvenile Delinquency Services
Children's Bureau
Washington, D. C.

Mr. Maurice Harmon Kentucky Commissioner of Child Welfare

Dr. Rudolph Jones President Fayetteville State College Fayetteville, North Carolina

KEYNOTE SPEAKERS AT PAST WORKSHOPS for COTTAGE COUNSELORS

Mr. Lee Bounds

Dean Arthur E. Fink

Honorable William I. Gatling

Honorable E. S. Heefner, Jr.

Miss Mae D. Holmes

Or. Alan Keith Lucas

Commissioner Blaine M. Madison

Honorable Terry Sanford

Ionorable H. P. Taylor, Jr.

FEATURES

Initial Luncheon Meeting

Mr. Kenneth Carpenter, Chief, Technical Aid Branch, Division of Juvenile Delinquency Services, Children's Bureau, Washington, D. C. will deliver the opening address at the first luncheon meeting of the Fifth Annual Workshop for Cottage Counselors. This meeting will convene in the dining room of Carroll Hall at 1:00 p. m., Tuesday, February 8.

"Show and Tell"

The Fifth Annual Workshop for Cottage Counselors will feature an opportunity for participants to learn from each other at a "show and teil" event which is scheduled to be held in the school gymnasium on Tuesday, February 8, at 7:00 p. m. Selected participants from each school represented at the workshop will present a display of cottage craft and other recreational ideas in use at their respective school with oral instructions for using these various ideas and techniques.

Reception for Consultants

Immediately following the "show and tell" event in the school gymnasium workshop participants will meet in the lobby of the new student cottage for a reception honoring our consultants. This event is scheduled for 8:30 p. m., Tuesday, February 8.

Open House and Dinner Meeting at Leonard Training School

The Honorable Maurice Harmon, Commissioner of Child Welfare for the State of Kentucky will address workshop participants at a luncheon meeting at Leonard Training School on Wednesday evening, February 10, 6:30 p. m. Preceding this luncheon meeting workshop participants will tour the Leonard Training School facilities and observe various aspects of their program.

Tour of Samarcand Manor

Workshop participants will be scheduled to observe the cottage and vocational and academic programs at Samarcand on Thursday morning, February 10, at 9:00 a.m.

Final Luncheon Meeting

Dr. Rudolph Jones, President, Fayetteville State College, Fayetteville, North Carolina will deliver the address at the final luncheon meeting which is scheduled for Thursday February 11, at 12:30 p. m. in Carroll Hall.

WORKSHOP SCHEDULE

Tuesday, February 8, 1966

11:00 - 12:30 Registration

Administration Building

1:00 Luncheon Meeting

Carroll Hall

Presiding Warren A. Ellis

Invocation Reverend Dawes Graybeal

Bensalem Presbyterian Church

Pastor

Lunch

Music Samarcand Manor Chorus

Directed by Mrs. Thelma Alpert

Fashions Created and modeled by students of

Samarcand Manor Vocational Home Economics Department under direction

of Mrs. Amelie Sheffield

Introduction of Consultants

and Special Guests Warren A. Ellis

Welcome Miss Reva Mitchell

In-service Training Blaine M. Madison
Commissioner

Greetings:

Dr. Raymond Stone

President

Sandhills Community College

Mrs. John L. Frye

Member

North Carolina Board of Juvenile Correction

Mrs. Walter B. Cole

Director

Moore County Department of Public Welfare

Mr. E. E. Smith Clerk of Court Hoke County

Mr. John C. Jones

Member

Advisory Board to North Carolina Board of Juvenile Correction

Introduction of Speaker

Miss Mae D. Holmes
Superintendent

Dobbs Farm

Address

Kenneth Carpenter

Chief, Technical Aid Branch

Division of Juvenile Delinquency Services

Children's Bureau

Washington D. C.

Presentation

Carol Luck

Student

Samarcand Manor

3:00 - 5:00

First Workshop Session

Group A (Lobby of Staff Cottage)

Consultant, Virginia Gregory
Topic: Philosophy of Recreation

Group B (Lobby of Administration Building)

Consultant, Lonnie Powell

Topic: Indoor Recreational Activities for Teenagers

6:00

Buffet Dinner Carroll Hall 7:00 "Show and Tell"
School Gyymnasium

A display of Cottage crafts and other recreational ideas with oral instructions by exibitors for making and/or using the various exibits.

8:30 Reception for Consultants
New Cottage Lounge

Wednesday, February 9, 1966

8:00 Breakfast

Carroll Hall

9:30 - 11:30 Second Workshop session

Group A (Lobby of Staff Cottage)

Consultant: Virginia Gregory

Topic: How and what specific needs of children are

met through an effective recreation program

in an institution.

Group B (Lobby of Administration Building)

Consultant: Lonnie Powell

Topic: Indoor recreational activities for teenagers.

12:00 Lunch

Carroll Hall

1:30 - 3:30 Third Workshop Session

Group A & B (Gymnasium Classroom)

Consultant: Milli Montesanti

Topic: Creativity through Recreation

4:00 Visit to Leonard Training School for open house and

dinner meeting.

6:30 Dinner Meeting

Leonard Training School McCain, North Carolina

Presiding Hoyt O. Sloop

Assistant Superintendent Jackson Training School

Invocation Roosevelt Williams

Welcome Gregory Bailey

Music Leonard Training School Choir
Directed by Willie Harris

Dinner

Comments William R. Windley

Reading Gerald Anthony

Introduction of Speaker Blaine M. Madison

Commissioner

Address Honorable Maurice Harmon

State Commissioner of Child Welfare

Frankfort, Kentucky

Presentation Jerry Brown

Thursday, February 10, 1966

Breakfast 8:00 Carroll Hall Open House at all cottages, Academic School, and Voc-9:00 ational School. Group A. assemble at Staff Cottage to begin tour. Group B assemble at Administration Building to begin tour. Joint Meeting of Groups A and B 10:30 (Administration Building) Summation: Groups A and B Presentation of Certificates 10:30 Luncheon Meeting 12:30 Carroll Hall Warren A. Ellis Presidina Invocation Robert Edwards Lunch Introduction of Speaker Dr. John R. Larkins Consultant for Special Services Department of Public Welfare Dr. Rudolph Jones Address President Fayetteville State College Joyce Forney Presentation Students Samarcand Manor Mr. Blaine M. Madison Comments Commissioner

WORKSHOP PARTICIPANTS

Group A

Virginia Gregory
Warren A. Ellis
Harold Stephan
Randy Harrell
Hoyt O. Sloop
Roosevelt Williams
John Allen
Dorothy Brinson
Fannie Caulk
Fannie Martin
*Robert Edwards
*Vance Robertson

*Bill D. Noland

Consultant
Director of Cottage Life
Director of Psychological Services
Research Consultant
Jackson

Leonard
Eastern
Dobbs
Samarcand
Samarcand
Morrison
Center

Center

Group B

Lonnie Powell J. Walter Bryan Dan F. Cameron Sherman Lowder Lucille Lowder Wade Bruton Ella Bruton Floyd Proctor *Nell Proctor Ruby Banks Ruby Howard Connie Brewer Connie Cameron *Frank Boyd Welsa Dumas *Dock Robinson Kathryn Owens Rena Salter

Consultant Director of Education Director of Farms Jackson Jackson Leonard Leonard Eastern Eastern Dobbs Dobbs Samarcand Samarcand Morrison Morrison Center Center Administrative Office Secretary

^{*} Writing Committee



HONORABLE DAN MOORE

Governor of North Carolina

BOARD OF JUVENILE CORRECTION

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DR. C. F. STROSNIDER

BLAINE M. MADISON

* * * *

Commissioner

WARREN A. ELLIS

Director of Cottage Life

* *

MISS REVA MITCHELL

Superintendent Samarcand Manor

• •

HARRY E. FISHER

Principal - Assistant Superintendent Samarcand Manor



PROCEEDINGS
WORKSHOP
FOR
COTTAGE
COUNSELORS



-RECREATION-

Then said one who was fear - filled and frightened because he had no skills of dance

or art or crafts;

who was not free of self enough to share the thoughts that enveloped his mind; and whose song was not of joy - - -

"What can I do to be a part of the fellowship of life?"

And he answered, saying:

"We, being man", are each members of one body but all members have not the same office;

Having then gifts DIFFERING, find what is renewal for your own mind and heart.

And you who are leaders - - - and you are All leaders -

Be careful lest you should lose yourself in a dance, a song, a craft and keep in mind only what is

re - creative for you -

If you are indeed wise,

you will not bid others enter the house of your joy but rather lead each to the threshold of his own joy.

And even as there are many paths to the Kingdom of God above so there are many paths to abundant, creative living here on earth,

Be it ever your good pleasure to find new ways of helping others to release their imprisoned splendor;

And make of their lives a thing of beauty."

In the style of "The Prophet"
—by Mary Lib McDonald

FIFTH ANNUAL

WORKSHOP

for

COTTAGE COUNSELORS

Theme: "RECREATION AND LEISURE TIME IN THE COTTAGE"

February 8 - 10, 1966

SAMARCAND MANOR

Eagle Springs North Carolina

GREETINGS Mrs. John L. Frye

Commissioner Madison, Superintendent Mitchell, Distinguished Guests, Staff, Friends. It is a privilege and an honor for me to bring greeting to this Fifth Annual Workshop for Cottage Counselors from The North Carolina Board of Juvenile Correction — 9 people from various professions, merchants, bankers, florist, farmer, druggist, editor - assembling several times each year to discuss policies, approve plans and budgets - 9 hearts touched and wrung by the needs of children with problems - 18 eyes looking for ways to mend and renew broken lives and aching hearts - 9 minds devoted to devising methods and means to promote proper environment and opportunities for starting anew - 18 feet moving in one forward direction all bound by practical purpose, united to serve a common cause — But above all — 9 personalities steepin pride - proud to be associated with a Commissioner and staff members such as these here, dedicated, progressive, serving diligently up to and far beyond the call of duty, proud of having any part in the progressive program as set up and presented by these tremendous

To this 5th Annual Workshop for Cottage Counselors then from the leaders in Juvenile Correction.

Board of Juvenile Correction Greetings, but, above all,, gratitude, and Godspeed.

FOREWORD

Progressive developments in programs for delinquent youth cannot become a reality unless staff training becomes an integral part of the program of the agency responsible for directing services for delinquent youth. The North Carolina Board of Juvenile Correction is dedicated to this belief. This Fifth Annual Workshop for Cottage Counselors is another effort to add to our accumulation of knowledge and to new ways of effective instruction as we confer on various aspects of our program and the area of our responsibilities for providing meaningful recreational experiences for the youth in our care.

Acknowledgment

These workshop proceedings would not be complete without an acknowledgment of appreciation for the dedicated efforts of the many staff members of the Board of Juvenile Correction who served beyond the call of their duty in making this workshop a success. Special recognition is given Mr. Blaine M. Madison for his guidance and support; Superintendent Reva Mitchell for her superb leadership in providing the hospitable environment for effective study and learning at Samarcand Manor; and to members of the Samarcand staff and students who planned and presented special programs for the workshop. Appreciation is also due those participants who served on writing committees in preparing material for this publication.

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LEISURE TIME

I am that period in your day when there is nothing that external pressure compels you to do; I am that hour when you can do whatever your own desires command. At the moment I bring the wealth of the ages to your door. I lay stored-up book treasuers at your feet. I hang man's art on the waiting walls of your imagination. I will give your creative hands their opportunity to thrill to the divine impulse to joyous and constructive efforts. I offer you play that rebuilds your life and leaves no sting. I give you friendships that open for you wider windows of life I am the supreme test of your inner life, for whatever you do with me reveals what you really are. I make you and I am made by you. By unseen but powerful fingers I reach into your soul and so mar or beautify your life. I am your leisure time. What are you going to do with me?

From "Recreation Leaders Laboratory Notes," Camp Ihduhapi 1944

CONSULTANTS

Mr. Lonnie Powell

Mr. Powell comes to us from the North Carolina Recreation Commission where he has served as Assistant Director since 1950. Prior to this service, Mr. Powell worked in the field of recreation with the City of Raleigh Recreation Department, the Pascagoula Mississippi Recreation Department, the Lanett Georgia Recreation Department. and West Point Georgia Recreation Department.

Mr. Powell was educated in Raleigh City Schools and Western Carolina College, Cullowhee, North Carolina.

Mr. Powell's specialty is in the area of recreation for young people. His philosophy reflects his interest in providing for youth a great range of activities which will give them an opportunity for satisfying experiences and result in a happier and healthier life. In obtaining this goal, he encourages all people to enrich their lives through recreation in the form of games, hobbies, sports, arts and crafts and other comparable activities. He has devoted most of his life to the accomplishment of these goals.

Miss Virginia Gregory

Miss Virginia Gregory, Assistant Director of the North Carolina Recreation Commission, has been with that organization since its early years and has worked in many capacities and many types of organizations while in this State service. Prior to this service, she worked in Hospital Recreation with the American Red Cross, providing services primarily to the armed services. She has also served in the capacity of Recreation Director for the City of Winchester, Virginia.

While in the employ of the North Carolina Recreation Commission, Miss Gregory has been most effective in helping many towns and cities in organizing, planning, and developing programs for centers, play grounds, churches, hospitals and other institutions.

She especially enjoys using the wealth of native material available in making handicrafts and usually emphasizes the "hand did" touch to the article she makes.

Social recreation and simple games are her specialties and the "vim and vigor" with which she participates reflects her love for people and the art of playing "just for fun".

WORKSHOP LEADERS

Blaine M. Madison Warren A. Ellis Reva Mitchell Commisoner of Correction
Director of Cottage Life
Superintendent, Samarcand Manor

KEYNOTE SPEAKERS FOR FIFTH ANNUAL WORKSHOP for COTTAGE COUNSELORS

Mr. Kenneth Carpenter
Chief, Technical Aid Branch
Division of Juvenile Delinquency Services
Children's Bureau
Washington, D. C.

Mr. Maurice Harmon Kentucky Commissioner of Child Welfare

Dr. Rudolph Jones President Fayetteville State College Fayetteville, North Carolina

KEYNOTE SPEAKERS AT PAST WORKSHOPS for COTTAGE COUNSELORS

Mr. Lee Bounds

Dean Arthur E. Fink

Honorable William I. Gatling

Honorable E. S. Heefner, Jr.

Miss Mae D. Holmes

Dr. Alan Keith Lucas

Commissioner Blaine M. Madison

Honorable Terry Sanford

Honorable H. P. Taylor, Jr.

INITIAL LUNCHEON MEETING

The following quotes are taken from an address by Mr. Kenneth Carpenter, Chief, Technical Aid Branch, Juvenile Delinquency Services, Childrens Bereau, Washington D. C. at the initial lunceon meeting of the Fifth Annual Workshop for Cottage Counselors February 9, 1966, at Samarcand Manor.

Mr. Kenneth Carpenter, Chief, Technical Aid Branch, Division of Juvenile Delinquency Services, Childrens' Bureau, Washington, D. C., delivered the keynote address at the opening luncheon meeting of the Fifth Annual Workshop for Cottage Counselors.

The speaker centered his remarks around the opportunities and re sponsibilities which cottage counselors have if they are to effect a successful cottage program for children in their care. He challenged us with many ideas, some of which are as follows:

About Supervision:

"If a line staff member is to feel sufficiently secure and work satisfactorily with the youth in his cottage, shop, classrooms or counseling situation, the supervisor is going to have to feel sufficiently secure and consider the well being of his subordinate. That means that he should not constantly have to look to his superiors to make sure that his own conduct and behavior is being approved. Also in this respect, misunderstanding and unresolved feeling between administrators and supervisory staff will inevitably produce tension among line staff and others working directly with the youth. Unless these tensions are dealth with, they are going to reverberate and are transmitted to the youth themselves in the institution and this certainly fortells the effectiveness of our help for those with whom we work."

About Cottage Counselors:

"Who are you? Not a nobody's nothing, but a somebody,s something. Who are you? You are an individual, a very important part of a group, an extraordinarily wonderful creature with vast possibilities and with limitless significance. Your very significance is why the North Carolina Board of Junenile Correction has held a workshop for Cottage Counselors each year since 1962. In fact the significant role played by the cottage staff throughout the country has been the stimulus for comfortable workshops by institutions, parent agencies, and universities, and our local, state, regional and national officies."



"The cottage parent must be sufficiently interested in the youth in his cottage to bring something of himself to the cottage thus for the youngsters it will not only be a more enjoyable and interesting program, but they will have opportunities to relate to warm and exciting adults who are obviously interested in them.

About Responsibilities of Cottage Counselors.

"First and foremost is that of planning and the administration of your cottage program. Each cottage counselor must individualize his particular program if it is to be alive and effective. This is due to the importance of meeting the needs of the individual youth and individual groups. The cottage counselor is ever faced with questions as he carries out his responsibilities. What is the effect of the development of group standards when he delegates some of the responsibility to the biggest boy or girl of the group who then forces his or her own standards by using threatening physical force. How much lee way can be allowed a group in shaping its own pogram? What is the place of a cottage counselor? Is he or she in the center of the group or two outsiders? Is it advisable to have the same routine week after week? Inasmuch as cottage program provides the most basic treatment opportunity of the institution, its planning and administration need special care and attention."

"Secondly, there is the task of security. Cottage staff have to frequently serve in the custodian and security role exclusively. Regretably, there are still some institutions which over emphasize this role. The staff is encouraged to remain aloof from interacting with youth in the cottage so they can maintain more adequate supervision and security. Cottage staff must maintain security and control, but it is now increasingly thought that they can do so more effectively by relating to the youth in any way that the youth identifies himself with the treatment goals of the institution. Staff does this by helping youth develop friendly relationships of ability and interest in a variety of activities that meet his therapeutic needs. It is still important for youth, however, to know institution staff want and have the responsibility to keep him from running away. Running away, however, should not be overemphasized in talking with the youth. However, it should be brought out."

Mr. Kenneth Carpenter, center, discusses staff training with Mrs. C. L. Gilliatt, North Carolina Juvenile Correction Board Member and Blaine M. Madison, North Carolina Commissioner of Juvenile Correction.

"Thirdly, I think an important tasks is that of housekeeping. A substantial portion of the time children spend in the cottage is consumed by the routine task of daily living. The building has to be cleaned, clothing, shoes, and supplies have to be ordered. Perhaps an inventory must be maintained and some minor bookeeping set up. Scheduling these activities is largely the cottage counselors' responsibility. These experiences alone, if properly handled and provided for, afford many training and treatment values for youth. The routines of such adtivities is for many youth a sense of security. For all youth, a smoothly organized and functioning program makes a more enjoyable and comfortable atmosphere. For the younsters, good housekeeping means a more healthful living experience. For the institution it means less waste and better care for the program's property. For the public it helps create a more professional image."

"Then there is the task that is becoming increasingly more important, that of diagnostician. Which children are really off centered? Who among the group really sets the standards for the other children in the group? Just how positive is such leadership? How can the group standards be changed? What is the effect upon the group when certain youngsters gain leadership control? These are questions cottage staff are in a position to answer more comfortably than any other staff member and these are answers clinical and administrative staff need to have if they carry out their respective diagnostic and treatment planned responsibilities. For as a diagnostician, the cottage parent listens, watches, talks, and tests out those in his or her group. In spite of the discussion over the years about the cottage counselor getting into the area of the social worker when talking with the cottage group it must be recognized that this is one of the task of the counselor. By listening, the cottage counselor can be supportive of a youngster concerned about his family, determine the seriousness of a fight between a couple in the group and give additional diagnostic information for other institutional staff. Appropriate comments by the counselor can be similarly supportive, helpful, encouraging the youngsters to use other institutional resources and help the youngster with on the spot understanding and advice. In this connection, such counseling by the cottage parent should be limited to problems of everyday living and related to matters of reality. Social workers and other clinical staff will focus their attention on the dynamics of a youngster's problem."

"And lastly, there is the class of activity leader. An important role of the cottage counselor is to organize a cottage program's day to day activity. Recreational pursuits should be chosen according to the appropriateness to the make-up of the individual cottage group. The cottage counselor must use his knowledge and concern about the individual youth and encourage his participation in a particular activity. Similarly activities are therapeutically developed for the shy and withdrawn youngster, those unwilling to share equipment, those who are excessively aggressive, those with poor muscular co-ordination as well as those with exceptional athletic or activity skills. The counselor also uses the group in a helpful way to plan and carry out such activities program."

ADDRESS

Maurice Harmon

Kentucky Commissioner of Child Welfare

Following are quotes from an address delivered by Mr. Maurice Harmon, Kentucky Commissioner of Child Welfare, to the Fifth Annual Workshop For Cottage Counselors at a dinner meeting at Leonard Training School, McCain N. C. on Wednesday February 9, 1966.

The Honorable Maurice Harmon, Commissioner of Child Welfare for the State of Kentucky, was guest speaker at the dinner meeting held at Leonard Training School, Wednesday, February 9, 1966. Mr. Harmon's presentation focused primarily on attitudes of "Americana 1966"-- at both the National and local levels--toward behavior syndromes which we refer to as juvenile delinquency. His presentation also supported the fact that modern effective residential institutions for juvenile delinquents are moving more and more toward a treatment approach with their programs.

Mr. Harmon stated the following about modern institutional programs for the juvenile delinquent:

"Along with gains made since World War II in many fields--education, natural science, space sciences, etc--great strides have also been made in the effectiveness of institutional programs for juvenile delinquents.

and

"Today in many places the state facilities for juvenile delinguents are actually child treatment centers and somtimes more effective in the matter of therapy than many state mental hospitals. Afters many years, admin istrators of juvenile institutions have come to realize that rehabilitation, not punishment, is the best way to develop an individual's capacity to deal with others in a way that is not destructive. The effectiveness of the treatment approach is now an established fact though still not a universally accepted one."

About the need for good institutional programs Mr. Harmon stated: "The primary objective of the juvenile institution is the social rehabilitation of the children committed to it—the development of their ability to live in harmony with organized society. This goal alone should justify its existance.

and

"Some children need the special care and treatment that only a good institution can provide. It is not fair to shuffle them about in countless those homes because no such institution exists in their locale. A good



Pictured above is Mr. William R. Windley, Superintendent, Leonard Training School; Mr. Maurice Harmon, Kentucky Commissioner of Child Welfare; and Mr. Blaine M. Madison, North Carolina Commissioner of Correction.

institution must be one of several resources which the court can consider when deciding upon the placement of a child."

The speaker also stated that, "Many ancient attitudes are often the major deterrent behind the problem solving scene and attempting to solve some of our cultural problems is difficult enough without having ancient attitudes getting in the way of new knowledge that has begun to be acquired in the correctional field." He stated also, "A state institution for juveniles must not be considered an 'end of the road--a social garbage dump.' It should not be thought of as a place of desperation from which there is never a successful retreat. It should be considered a productive treatment resouce for the local community, a place where children's problems can be diagnosed and understood in the light of what caused them."

Mr. Harmon presented the following as major responsibilities of any state in providing good care and treatment for delinquents.

1. The state must consider that the large institution is passe. Several small institutions should exist in all but the least populated states thoughout the country.

2. These facilities should be co-ordinated, integrated and directed

by a dynamic central agency.

3. Each child should be committed to the parent agency, not to a

specific institution.

4. If the state is to provide treatment resources it must be allowed to exercise intake control for each of these facilities. This can best be provided by the state by the operation of a reception-diagnostic center. After the boy or girl has been observed and evaluated for a period of four to six weeks he/she should be referred to that facility best geared to take care of his/her needs.

Mr. Harmon continued by stressing the importance of the development and classification of institutions to accommodate homogeneous grouping in order to effect a more successful treatment center for youth. He presented the following services whice an institution must provide before it can merit the reference of a child treatment center focus:

- 1. Protection, not only from society, but from himself.
- 2. Dynamic staff-inmate relationships which lead to emotional maturity of youth.
- 3. A warm and secure institutional climate which includes a sense of humor.
 - 4. Good physical care.

- 5. Opportunity for education--creative, remedial academic education.
 - 6. Opportunity to acquire good work habits.
- 7. Sufficient outlet for recreation and physical activities for all students.
- 8. Adequate clinal services which make available mental health technicians who are necessary to the rehabilitation of some disturbed youths.
 - 9. Qualified Chaplins.
- 10. Discipline--not as a tool to punish--but a tool to help develop high effective moral in the institution.



Mr. Blaine M. Madison, North Carolina Commissioner of Juvenile Correction, presents a Certificate of Attendance to Mrs. Lolita Phillips, Counselor, Samarcand Manor

FINAL LUNCHEON MEETING

The following quotes are taken from an address, CHALLENGE TO CREATIVITY, delivered by Dr. Rudolph Jones, President. Fayetteville State Teachers College, at the final Luncheon Meeting of the Fifth Annual Workshop for Cottage Counselors.

Dr. Rudolph Jones, President of Fayetteville State College, delivered the final luncheon address entitled CHALLENGE TO CREATIVITY on Thursday, February 10, 1966. Dr. Jones challenged the workshop group to play the role of a responsible critic and to be creative. The following quotes are taken from Dr. Jones's speech:

"You do have a difficult job. You receive young people, many of them from deprived and poverty stricken homes-who have never known the love and care of parents-young people never reached by the public schools, and who distrust everybody except perhaps their own gang.

It becomes your job to reassure them that life is really worth living. You are the ones who must patiently guide and encourage them, help them to regain self-confidence-give them the trust and love they have never known.

In this tremendous task I challenge you today to be creative. I challenge you to use some imagination and vision. Where there is no vision the people perish. In other words be an innovator. I challenge all of you to dare to be innovators. I challenge you to put on your thinking cap and your working clothes and invent a better mouse trap. If you do this your name will become blessed long after you have departed from Samarcand Manor or Leonard Training School or Jackson Training School or Dobbs Farm.

It is my firm conviction that the time has come in North Carolina and all over the nation when we must take some bold steps in all educational institutions. We must find new and better ways of imparting knowledge and of motivating students to want to learn. Is there present here today a counselor who is ready and willing to take a bold new look at what you are doing and come up with some brand new ideas and experiment with them?

It has been my observation that creativeness in any occupation or profession is the difference between a mediocre person and a superior one. It is the difference between one who is outstanding and one who is only fair. So, I would urge each counselor here to strive to be creative. Don't be afraid to challenge the status quo. The old way is not necessarily the best way. A careful look at the successful scientist, the successful engineer, or the successful businessman reveals a person who has retained an irresistible curiosity. You will find a man who gets a great deal of satisfaction out of improving whatever he happens to be working with whether it be a gadget, a machine, a process, or an idea.

Those of you who work with our young people are dealing with our most valuable and precious resources, and the challenge is yours to be creative and attempt with all your might to light a divine spark in the breasts of these young people; to try to create within them a desire to learn and a drive to achieve, and a will to search for the truth, and a never-ending ambition really to be somebody."

RECREATION AND LEISURE TIME IN THE COTTAGE

Miss Virginia Gregory, Consultant

Writing Committee: Mr. Robert Edwards

Mr. Bill D. Noland Mr. Vance Robertson

We of the Juvenile Correction Program are charged with the responsibility of accepting, training and treating youngsters from all walks of life who have been adjudicated delinquent by the juvenile courts of the State and committed to our institutions. These youngsters have, for some reason, been unable to live in our greater society and have been sent to us in the lesser society of the correctional program. We assume because of this action that the physical and emotional needs of these children have not been met in the home and community. Thus, we must evaluate their needs and provide programs of training and treatment which will help them to find themselves and develop attitudes which will enable them to return to their homes and communities and become law abiding, contributing citizens.

In meeting the varied needs of these youngsters we have developed programs of clinical evaluation and treatment, education, vocational, group living, spiritual guidance, and recreation. More and more we of the correctional program are becoming aware of the importance of a wholesome recreational program which will provide meaningful and happy experiences for our children.

Miss Elizabeth H. Gorlic in Readings in the Administration of Institutions for Delinguent Youth says, "The recreational program for children in training schools should be consciously designed to give each child an opportunity to find outlets for meeting his physical, social, and emotional needs. It should be a means of releasing energies and contribute to treatment goals through experiencing achievements, learning new skills, especially those needed for group living, creativity, and for controlling aggression through accepted means. The recreational program must be planned as an integral part of the total institutional program."

The book Institutional Rehabilitation of Delinquent Youth, published by The National Conferences of Superintendents of Training Schools and Reformatories states, "Recreational activities should be carefully designed to contribute to treatment goals through providing op-

portunities for children to experience healthy achievement, develop new interests and activity patterns, and to release aggression in such a manner that guilt and anxiety do not result."

Since the greater part of the students' leisure time is spent in the cottage program, it becomes the responsibility of the Cottage Counselor to provide a program of recreation for fun and relaxation and to give the student direction and opportunities to learn a profitable use of his leisure time.

When the administration requests the counselors in a Cottage Life Department to provide opportunities for recreational activities in their cottage program, invariably requests to provide funds for equipment, balls, bats, basketballs, footballs, horseshoes, monopoly and other so called quiet games come from line staff. They immediately think of competitive sports which in one sense is only an extension of the physical educational program. Too often we depend upon a highly organized formal physical educational program to meet the children's recreational needs and to fill leisure time. As important as a physical educational program may be in developing skills and for physical well being it does not full-fill all the recreational needs of the student.

Many of our students come to us with little or no self identity. They have never been able to achieve and as a result they are left behind by their peers. No opportunities have been provided to help them develop an identify and soon they lose all feeling of self-worth. A well developed recreational program in the cottage will provide opportunities and activities in which all children, regardless of physical, emotional or mental limitations, can enjoy and in which they can achieve.

Our consultant felt that each person should have the following qualities reflected in his/her philosophy of recreation:

The 3 L's of Recreation

Love - Everybody

Limber of mind - Adopt - adjust - all kinds of games - type for every occasion - slow people, sick people, well people, quiet games, guessing games, etc. Encourage others to play and enjoy them. Do not just ask to play a game, but make them interesting. Develop skill, and increase our knowledge.

"Little Loony" - Don't be afraid to stand up before a group to play a game. Sometimes people are afraid to be a "little loony".

The following suggestions are offered as a result of our discussion:

Be Resourceful - I. Have a bulletin board

- 2. Provide magazines
- 3. Emphasize good literature for reading
- 4. Be alert in looking for recreational opportunities

Crafts

Have a crafts box in each cottage.

Pick up things as you find them and add to the box.

Be always on the lookout for things you can add to your craft box. (Scissors, poster pins, staples, needle and thread, and clothes pins.) "What you do when you are young with any degree of skill you will do the rest of your life."

Encourage children to relive happy experiences.

Pop corn

Make valentines

Dye Easter Eggs

Pull candy

Bake potatoes

Reach back into our memories and think of enjoyable experiencies. Make things out of leather.

Encourage children to relate wholesome activities they liked.

"Don't do crafts for busy work."

Be creative - Make things that are individualistic

Display work of children

Crafts have to be colorful - useful - creative - durable to a certain extent. Recognize the value of touch, feel, handling, and what it does for a child.

If a child makes something and doesn't take it home or leaves it unfinished, he doesn't enjoy it.

Don't expect everyone to do crafts or enjoy them.

Provide for quiet activities that they can do themselves or alone.

"What we do is what we believe."

Children when happy and doing things they like often reflect that.

- I. They get along with each other.
- 2. They improve in other areas.
- 3. Order is more easily maintained.

Good recreation:

- I. Opens doors
- 2. Provides new experiences
- 3. Releases tension
- 4. Increases confidence in themselves
- 5. Provide happy experiences which may blot out unpleasant unwholesome past experiences or at least soften them for the children.

Wier points out in **Public Recreation**, "That a recreational program of value, promoting individual happiness and growth, must be based on fundamental human intensity, urges, impulses and desires. Among them are physical activity urge, very strong in children and youth, but weakens as age advances; the creative or constructive interest, which accounts for spoken and written contacts among people; the learning urge, responsible for life-long interest in new experiences; the art urge, a means of expressing individual conceptions of beauty and form; the social impulse, which leads people to associations with fellow men; and the religious instinct, which brings people to the realization of moral codes and the existence of power greater than themselves." *

* Community Organization For Recreation, Gerald B. Fitzgerald, A. S. Barnes and Co, New York, 1948, p. 44.

SUMMARY

Instill resourcefulness into children; show enthusiasm. If we are to be effective in making our recreational ideas and techniques effective, we must reflect enthusiam for what we are doing. Children need to have something that they can do sometime by themselves.

Encourage originality on the part of children-give them a chance to reflect the resourcefulness and ideas-instill in them some individuality and some creativeness-do not insist on perfection in the same train of thought.

Utilize bulletin boards. A clothes line can be effectively used as a bulletin board. It is most effective in displaying various ideas, works, etc.

If children make something it needs to be displayed in some manner.

Encourage story telling. Make a joke telling session. Provide opportunities for children to participate.

Good literature is necessary in any cottage. Make opportunities to read to your group. Magazines have many uses and are available from many sources in the community. Scrap books, cutting out pictures, making various items from magazines.

Crafts in the Cottage

Have a craft box for your cottage. This craft box would be used as a storage place for various items you might collect which eventually might prove useful in craft program. It also may create a more keen awareness on the part of the children for group activities. This will provide you with the opportunity to help children to distungish what is "junk" and what may be useful for some craft skills.

What you do when you were young with any degree of skill you will do the rest of your life. What you have learned to do during your youth in the way of creative skills is carried with you and will prove helpful in some way in your cottage program.

The three L's of recreation.

- Love - To enjoy recreation you must love people. You must provide recreation opportunities that will create a warm atmosphere.
- 2. Limber - Not limberness of the body, but limberness of mind. You must have a variety, but a knowledge of activities which you can put into use when the occasion dictates a certain need a knowledge of many games which will fit many occasions. Encourage participation from all of the children, Know what you plan to do and what you will do. Be able to explain thoroughly what you plan to do.
- 3. A little looney. - Do not be afraid to try or enter in any game or activity. Show enthusiasm. To be a good director or leader you may have to be a little looney as the "looney bird" reflects.

Much was placed on inexpensive ideas. We need the focus of ideas that do not require expensive items and materials. Be observant and search for various items about you which can be used for different recreational activities. This takes resourcefulness on the part of the counselor. We need to instill resourcefulness in children as well as ourselves in acquiring various items that can be re-used. What are things that are discarded from a cafeteria, infirmary and other supply areas which might be incorporated into the recreation program and made into useful attractive items? Tin cans, pie plates, boxes, lids, tubing of various kinds.

Make use of community groups by suggesting to them that they provide items such as this which might be used in the cottage program. Coat hangers, cloth scraps, magazines, sewing supplies, etc.

INDOOR RECREATIONAL ACTIVITIES FOR TEENAGERS

Lonnie Powell, Consultant

Writing Committee: Nell Proctor

Frank Boyd Dock Robinson

Our consultant, Mr. Lonnie Powell, from the North Carolina Recreation Commission in Raleigh, brought recreation and its values for the present and future to us on a common denominator form. He told us that recreation could be interpreted in many different ways and, like people, was just as adaptable. He pointed out that it was not the end result. The end result is that of people having been helped.

Too often we think of it as a given list of activities. The great range of recreation, which gives people satisfying expression, is man's best opportunity for an enriched and well-rounded or happy life. Experience and case histories have proven that the happiest and the healthiest and best adjusted are those who have enriched their life through recreation in the form of sports, arts, hobbies, and other comparable activities.

Recreation can be physical, mental, social, or a combination of all three. It can be organized or unorganized-planned or spontaneous, undertaken by individuals or groups. Sometimes it is sponsored by the public, private, voluntary, or commercial interests. It can be undertaken by individuals or groups. In all cases it is always a form of human expression which influences the development of personality. Everyone, young or old, is seeking recreation in some form or another. It is as essential to the individuals health and happiness as the other basic needs such as religion, work, and education.

Reward from this important part of everyone's life can be listed as follows:

- 1. Achievement of personal satisfaction
- Sharpening of skills remember the old saying, "All Work and No Play Makes Jack a Dull Boy."
- 3. Better physical and mental health. Body and mind need rest from tension and the same exercise that come from daily work routine.
- 4. Improvement of character and good citizenship.
- 5. Acceptance of social practices.

- 6. Strengthens the democratic way of life.
- 7. Ties family and community closer together.

We have heard so many times that the family who plays together stays together. The community who has a good recreation program is less likely to have juvenile delinquents.

- 8. Personality development-
- Opportunity to exercise individual freedom from a tense world.
 Too few people know how to use their leisure time wisely and effectively.

Recreation is found everywhere: the home, community, church, department of state and federal government, Y.M.C.A.'s, Y.W.C.A.'s, 4H Clubs, Scouts, Institutions, prisons, hospitals, and industry. The main factor is the effectiveness of the program. In order to make it effective, we must plan for the amount of recreation and the number of people to be served. We must also plan according to facitities, programs content, finances, and leadership available. There are good leaders in every group who have never had the opportunity to express themselves. They do not even know they are good leaders until they have had the opportunity to find themselves so to speak. So they must be found. In other words as Mr. Powell put it, there is a "Jack of all trades" in every group.

Do not over organize. Over organization can be as frustrating as under organization. We should remember that youth is the exploring age so allow them to help with plans. It will give them the opportunity to express themselves.

Youth is the rebellious age. Mr. Powell pointed out the long hair styles as a form of rebellion. We could name others: peculiar styles of dressing and delinquent behavior are two. So in order to channel youth into desirable types of recreation, we may have to relax regular routine now and then. Our consultant cited this particular instance. A group may be in the midst of an interesting game when bedtime arrives. It would be better to tell them they might have a few more minutes to finish and put the game away than to demand an abrupt departure. By doing this, they have finished the game, put it away, and gone to bed happy. Thus the counselor has set the stage for a happy, successful game experience next time. Otherwise, next time they could think or say, "What's the use? We will not be allowed to finish," had the counselor demanded they stop just where they were when bedtime came. So there are many different ways in which youth can be led into more effective recreation.

Our consultant suggested the following criteria for a well rounded recreational program.

- I. A wide range of activities.
- 2. Includes all ages boys and girls.
- 3. Have active games have quiet games.
- 4. Have team games for all ages.
- 5. Take trips and excursions away from playground.
- 6. Use good judgment in timing teatures active features in the cool of the day, most popular teatures when most people can come.
- 7. Have surprises now and then.
- 8. Many opportunities for co-recreation.
- 9. Co-operate with other agencies in order to prevent competition and overlapping.
- 10. Do try new games revise old ones.
- 11. Let there be organization, but not too much.
- 12. Opportunities for parents to participate in games with children.
- 13. Plan Special Event in advance and advertise advertise advertise.
- 14. Have a week by week plan and carry it out as far as possible. The Program. Can you answer these questions in the affirmative?
- a. Do the program activities provide activities for all age groups? Pre-school, elementary school; junior high; teenagers; young adults; senior citizens; special groups; handicapped; institutionalized.
- b. To what extent does the program meet fundamental human need for physical activities, creative activities, social activities, service activities?
- c. To what extent are activities planned for progression? Toward new skills; toward new interest; toward new appreciation.
- d. To what extent is a wide range of activities provided that include?

Sports Special events
Music activities Social activities

Active Games Dancing

Nature activities

Clubs and hobby groups

Informal dramatics

Story telling

Day camping, hikes, picnics, trips, etc.

e. Does the program provide equal opportunitits for all?

Girls as well as boys.

Children in every age group

Slow as well as fast

Normal as well as subnormal

Non-athletic and the athletic young people

f. To what extent does the program provide special rerreation opportunities?

For the handicapped

For the industrial group

For family groups

For groups from churches, civic, social

g. To what extent are the activities encouraged that have carryover value?

Into the home

Into social life

Into the school

Into adult and old age

h. To what extent is citizenship stressed?

Good sportsmanship

Respect for the law

Respect for property

Respect for the rights of others

Interest in civic, state and national affairs.

The Second Workshop consisted mostly of games so many of which could easily be correlated with arts and crafts. These were gameboards, puzzle games, bottle cap games, checker board games, bobby trap games, quiet games, some of which we played and enjoyed very much. Some were The I Know Club, Fifty-Six, Morrah, Shopping, Find the Leader, My Grandmother, Chicker-Berry, Hunter, Gun and Rabbit, Rhythm Game, Keen Eyes and others.

Mr. Powell stressed that we did not have to be expert leader to have fun and ease tensions. He pointed out that the leader should not allow himself or herself to feel inferior when others "catch on" so quickly. The real object, as he said so many times, is to create interest, sharpen skills develop personality and the big thing is to help others and in so doing we help ourselves.

SHOW AND TELL

The Fifth Annual Workshop for Cottage Counselors met in the gymnasium on the evening of February 8, at 7:00 p.m. Selected participants from each school represented at the workshop presented a display of Cottage Crafts and other recreational ideas in use at their respective school and gave oral instructions for using these various ideas and techniques. The first school represented was the Juvenile Evaluation Center. Mr. Bill Noland, Director of Cottage Life, presented a display entitled a Carnival of Games. The board on which this display was mounted contained sketches and drawings illustrating twelve (12) games used by various cottages at the Juvenile Evaluation Center. Miss Kathryn Owens, Head Counselor for one of the girls' cottages at the Center gave a detailed report on how the various games might be used. Mr. Dock Robinson of the Juvenile Evaluation Center presented detailed written information on each of the games represented on the board. The display was effective and all of the participants seemed to enjoy listening and being exposed to these various types of games.

The second to present ideas of various crafts represented in cottage life department was Jackson Training School. Mr. and Mrs. Sherman Lowder from Jackson presented some of the techniques and crafts which are used in their cottage program. Mr. Lowder gave detailed information on the construction of an apparatus for making rugs. He advised that material for making of such rugs was obtained from one of the local rayon mills at no cost. Other items presented by Mr. and Mrs Lowder included various wood working crafts which had been constructed by boys in Mr. Lowder's cottage while under his supervision. Mr. and Mrs. Lowder also presented some very impressive paper weights which had been made from "cat-eye" marbles after they were heated at 500 degree temperature in an oven and then dropped immediately into ice cold water causing them to crystalize. These marbles were then glued together in the form of a grape cluster and are very effective and pretty to use as a paper weight. Another interesting presentation was centered around needle point work which boys had learned to do in the Lowder Cottage under the direction of Mrs. Lowder. The group seemed to appreciate this very much and was impressed with the various recreational opportunities afforded in the Lowder Cottage.

The next school represented was Samarcand Manor. Workshop participants were treated to a very impressive display of talent by girls from

Leonard Cottage and from Carroll Hall. The girls at Carrol Hall demonstrated various talents and showed how they utilize these in presenting talent shows in the individual cottages. The groups seemed to be impressed with the acting ability of the girls, both in Leonard and Carrol Hall. The girls in Leonard Cottage did a very impressive skit for the benefit of the audience which was very practical in terms of use as a recreational idea in cottage life.

The next school represented was Morrison Training School. Mrs. Smith, a Counselor at Morrison Training School gave an overview of the various recreational procedures and techniques which were used in the Morrison Cottage Program. These included primarily various quiet sedentary games and active games which might be of use and of interest to our group. The demonstration was very impressive and again everyone seemed to enjoy the opportunity to learn from this particular event.

The next school represented was Leonard Training School. Mr. Bruton, Counselor at Leonard Training School, had as his display item the replica af the out-door recreational facilities found at Leonard Training School. He gave a detailed report on where these various facilities were located and how they were utilized by the Cottage Life Department at Leonard Training School. His major emphasis was centered around activity games which are scheduled on the outdoor recreational facilities.

The next school represented was Eastern Carolina Training Scrool. Mr. John Allen, Head Counselor at Eastern Carolina, brought a miniature model of a billards table which had been constructed in each of three cottages at Eastern Carolina Training School. He then presented Mr. Proctor, who gave a report on how the boys in the cottage had constructed this particular item, on the various materials which he had used to construct the table, and on the value which this item had played in broadening the recreational opportunities of the boys in his cottage. He reported that the boys had reflected a great interest in this particular recreational opportunity as would be expected of teenage boys.

The last school to report on recreational techniques or ideas utilized in their school was Dobbs Farm. Mrs. Brinson, head Counselor at Dobbs Farm gave an overview of the various recreational opportunities afforded girls at Dobbs Farm. She then called on Miss Ruby Banks who reported specifically on a group meeting which is held each Wednesday night in the cottage and its relationship to recreation. This particular meeting is basically a student government meeting. The meeting is designed primarily as a student meeting and is restricted to individual cottages. One

of the most impressive ideas which came from Mrs. Bank's presentation was the fact that the girls played a major role in determining many of the concepts and ideas with which they would live while in cottage seting. They were given opportunities to utilize their originality in presenting ideas of a recreational nature to be used in the cottage program. The group seemed to be very much impressed and in favor of such a program. After Mrs. Bank's presentation, Mrs. Ruby Howell presented some arts and crafts which had been done in the cottages and which were very impressive.

One of the major values from a display or "Show and Tell" feature such as this seems to be the opportunity for workshop participants to learn from each other. Many ideas were presented, some of which could be utilized in one situation while others could be utilized in another depending upon the various personality traits of individual counselors and of course, upon the type of institution in which counselors were working; however, all of the items presented have some application for certain areas of our cottage program. All and all the "Show and Tell" feature seemed to be very interesting and was received very positively by the group.

WORKSHOP PARTICIPANTS

Group A

Virginia Gregory
Warren A. Ellis
Harold Stephan
Randy Harrell
Hoyt O. Sloop
Roosevelt Williams
John Allen
Dorothy Brinson
Fannie Caulk
Fannie Martin
*Robert Edwards

Consultant
Director of Cottage Life
Director of Psychological Services
Research Consultant
Jackson
Leonard
Eastern
Dobbs

Samarcand

Samarcand

Morrison

Center

Center

*Vance Robertson *Bill D. Noland

Group E

Lonnie Powell J. Walter Bryan Dan F. Cameron Sherman Lowder Lucille Lowder Wade Bruton Ella Bruton Floyd Proctor *Nell Proctor Ruby Banks Ruby Howard Connie Brewer Connie Cameron *Frank Boyd Welsa Dumas *Dock Robinson Kathryn Owens Rena Salter

Consultant Director of Education Director of Farms Jackson Jackson Leonard Leonard Eastern Eastern Dobbs Dobbs Samarcand Samarcand Morrison Morrison Center Center Administrative Office Secretary

* Writing Committee

WORKSHOP SCHEDULE

Tuesday, February 8, 1966

11:00 - 12:30 Registration

Administration Building

1:00 Luncheon Meeting

Carroll Hall

Presiding Warren A. Ellis

Invocation Reverend Dawes Graybeal

Pastor

Bensalem Presbyterian Church

Lunch

Music Samarcand Manor Chorus

Directed by Mrs. Thelma Alpert

Fashions Created and modeled by students of

Samàrcand Manor Vocational Home Economics Department under direction

of Mrs. Amelie Sheffield

Introduction of Consultants

and Special Guests Warren A. Ellis

Welcome Miss Reva Mitchell

In-service Training Blaine M. Madison

Commissioner

Greetings:

Dr. Raymond Stone

President

Sandhills Community College

Mrs. John L. Frye

Member

North Carolina Board of Juvenile Correction

Mrs. Walter B. Cole

Director

Moore County Department of Public Welfare

Mr. E. E. Smith Clerk of Court Hoke County

Mr. John C. Jones

Member

Advisory Board to North Carolina Board of Juvenile

Correction

Introduction of Speaker

Miss Mae D. Holmes
Superintendent

Dobbs Farm

Address

Kenneth Carpenter

Chief, Technical Aid Branch

Division of Juvenile Delinquency Services

Children's Bureau

Washington D. C.

Presentation

Carol Luck Student

Samarcand Manor

3:00 - 5:00 First Workshop Session

Group A (Lobby of Staff Cottage)

Consultant, Virginia Gregory
Topic: Philosophy of Recreation

Group B (Lobby of Administration Building)

Consultant, Lonnie Powell

Topic: Indoor Recreational Activities for Teenagers

6:00 Buffet Dinner

Carroll Hall

7:00 "Show and Tell"

School Gyymnasium

8:30 Reception for Consultants
New Cottage Lounge

Wednesday, February 9, 1966

8:00 Breakfast

Carroll Hall

9:30 - 11:30 Second Workshop session

Group A (Lobby of Staff Cottage)

Consultant: Virginia Gregory

Topic: How and what specific needs of children are

met through an effective recreation program

in an institution.

Group B (Lobby of Administration Building)

Consultant: Lonnie Powell

Topic: Indoor recreational activities for teenagers.

12:00 **Lu**nch

Carroll Hall

1:30 - 3:30 Third Workshop Session

Group A & B (Gymnasium Classroom)

Consultant: Milli Montesanti

Topic: Creativity through Recreation

4:00 Visit to Leonard Training School for open house and

dinner meeting.

6:30 Dinner Meeting

Presiding Hoyt O. Sloop

Welcome Gregory Bailey

Assistant Superintendent Jackson Training School

Leonard Training School McCain, North Carolina Invocation Music

Roosevelt Williams Leonard Training School Choir Directed by Willie Harris

Dinner

Comments

William R. Windley

Reading

Gerald Anthony

Introduction of Speaker

Blaine M. Madison

Commissioner

Address

Honorable Maurice Harmon State Commissioner of Child Welfare

Frankfort, Kentucky

Presentation

Jerry Brown

Thursday, February 10, 1966

8:00 Breakfast Carroll Hall

9:00 Open House

Open House at all cottages, Academic School, and Vocational School. Group A. assemble at Staff Cottage to begin tour. Group B assemble at Administration Building to be a leaved to be a second to be a s

ing to begin tour.

10:30 Joint Meeting of Groups A and B

(Administration Building)

Summation: Groups A and B

10:30 Presentation of Certificates

12:30 Luncheon Meeting

Carroll Hall

Presiding

Warren A. Ellis

Invocation

Robert Edwards

Lunch

Introduction of Speaker

Dr. John R. Larkins Consultant for Special

Services

Department of Public

Welfare

Address Dr. Rudolph Jones

President

Fayetteville State College

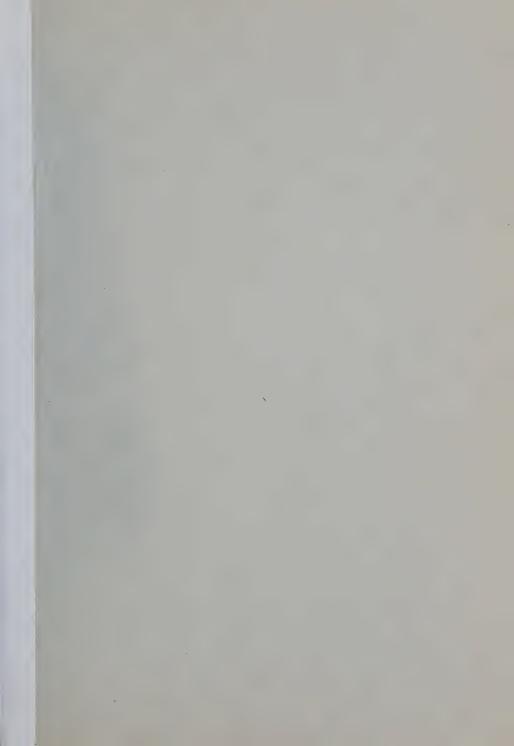
Presentation Joyce Forney

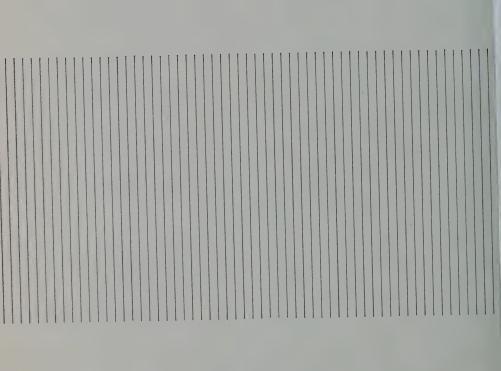
Students

Samarcand Manor

Comments Mr. Blaine M. Madison
Commissioner







This booklet has been prepared and printed by the vocational printing class at Jackson Training School, Concord, North Carolina. It has been produced as part of the regular classwork activities and has provided students vocational training in composition, layout, design, typesetting, paper selection, and assembly.

SIXTH ANNUAL

WORKSHOP

for

COTTAGE COUNSELORS



Theme: CHALLENGE TO CREATIVITY

February 7-9, 1967

SAMARCAND MANOR

Eagle Springs
North Carolina

This booklet has been prepared and printed by the vocational printing class at Jackson Training School, Concord, North Carolina. It has been produced as part of the regular classwork activities and has provided students vocational training in composition, layout, design, typesetting, paper selection, and assembly.

NORTH CAROLINA BOARD OF JUVENILE CORRECTION Raleigh

SIXTH ANNUAL

WORKSHOP

for

COTTAGE COUNSELORS

SAMARCAND MANOR

February 7-9, 1967

PURPOSE OF THE WORKSHOP

To identify various techniques and procedures which will aid cottage supervisory personnel and cottage counselors in the refinement of the cottage life program.

CONSULTANTS

Leadership will be provided by the following consultants:

R. Vance Robertson
Director
Juvenile Evaluation Center
Swannanoa, North Carolina
William R. Windley
Superintendent
Samuel Leonard School
McCain, North Carolina

WORKSHOP GROUPS

Workshop participants will be divided into the following two groups: Group A - Supervisors, Directors of Cottage Life, and Head Counselors with supervisory responsibility Group B - Counselors and Assistant Counselors

KEYNOTE SPEAKERS FOR SIXTH ANNUAL WORKSHOP FOR COTTAGE COUNSELORS

Dr. C. Wilson Anderson, Dean School of Social Work The University of North Carolina Chapel Hill, North Carolina

Mr. Clifton Beckwith Executive Secretary North Carolina State Employees Association

Miss Marjorie Yokley, President North Carolina Federation of Women's Clubs Mount Airy, North Carolina

KEYNOTE SPEAKERS AT PAST WORKSHOPS FOR COTTAGE COUNSELORS

Mr. Lee Bounds
Mr. Kenneth Carpenter
Dean Arthur E. Fink
Honorable Willard I. Gatling
Mr. Maurice Harmon
Honorable E. S. Heefner, Jr.
Miss Mae D. Holmes
Dr. Rudolph Jones
Dr. Alan Keith Lucas
Commissioner Blaine M. Madison
Honorable Terry Sanford
Honorable H. P. Taylor, Jr.

FEATURES

INITIAL LUNCHEON MEETING

Dr. C. Wilson Anderson, Dean, School of Social Work, University of North Carolina at Chapel Hill will deliver the keynote address at the first luncheon meeting of the Sixth Annual Workshop for Cottage Counselors. This meeting will convene in the dining room of Carroll Hall at 1:00 p. m., Tuesday, February 7.

FILM: How to Conduct a Discussion

The above film is scheduled to be shown to workshop participants at 7:15 p. m., Tuesday, February 7, in the school auditorium. All participants are invited to attend.

RECEPTION FOR CONSULTANTS

Immediately following the film showing, workshop participants are invited to Mitchell Cottage for a reception honoring our consultants. This event is scheduled for 8:00 p. m., Tuesday, February 7.

DINNER MEETING AT CAROLINA HOTEL

Workshop participants will attend a dinner meeting on Wednesday, February 8, in the Crystal Room of the Carolina Hotel in Pinehurst, North Carolina. The guest speaker is Mr. Clifton Beckwith, Executive Secretary, North Carolina State Employees Association. This event is scheduled for 7:00 p. m.

TOUR OF SAMARCAND MANOR

Workshop participants are scheduled to tour the cottage, vocational, and academic programs at Samarcand Manor on Thursday morning, February 9, at 9:00 a.m.

FINAL LUNCHEON MEETING

Miss. Marjorie Yokley, President, North Carolina Federation of Women's Clubs, will present the keynote address at the final luncheon meeting on Thursday, February 9, at 12:30 p. m.

WORKSHOP SCHEDULE

Tuesday, February 7, 1967

11:00 - 12:30 Registration

Administration Building

1:00 Luncheon Meeting

Carroll Hall

Presiding

Warren A. Ellis

Invocation

N. E. Parker

Lunch

Music

Samarcand Manor Chorus

Directed by Mrs. Thelma Alpert

Fashions

Created and modeled by students of Samarcand Manor Vocational Home Economics Department under the direction of Mrs. Amelie Sheffield.

Introduction of Consultants and Special Guests

Warren A. Ellis

Welcome

Miss Reva Mitchell

Greetings

Mrs. John L. Frye Member North Carolina Board of Juvenile Correction

Dr. John R. Larkins Member

Advisory Board to North Carolina Board of Juvenile Correction

Dr. H. Douglass Sessoms, Chairman Recreation Curriculum, Department of Sociology and Anthropology University of North Carolina Chapel Hill

Mr. Carl Staley
Assistant Director
Division of Child Welfare
North Carolina Department of
Public Welfare
Raleigh

Miss Eleanor Poole
Editor
Career Magazine
North Carolina State Personnel Department

Introduction of Speaker

Blaine M. Madison
Commissioner
North Carolina Board
of Juvenile Correction

Address

Dr. C. Wilson Anderson, Dean School of Social Work The University of North Carolina Chapel Hill, North Carolina

Presentation

Adjourn

3:00 - 5:00

First Workshop Session
Group A (Lobby of Staff Cottage)
Consultant: R. Vance Robertson
Topic: Staff Development

Group B (Lobby of Administration Building)

Consultant: William R. Windley

Topic: The Creative Cottage Counselor: The Changing

Role of the Cottage Counselor

6:00 Buffet Dinner Mitchell Hall 7:15 Film: How to Conduct a Discussion
School Auditorium

8:00 Reception for Consultants
New Cottage

Wednesday, February 8, 1967

Breakfast

Carroll Hall

8:00

9:30 - 11:00 Second Workshop Session Group A (Lobby of Staff Cottage) Consultant: R. Vance Robertson Topic: Staff Development Group B. (lobby of Administration Building) Consultant: William R. Windley Topic: Creativity as it relates to the needs of students and co-workers 12:00 Lunch Carroll Hall 1:30 - 4:30 Third Workshop Session Group A (Lobby of Staff Cottage) Consultant: R. Vance Robertson Topic: Staff Development Group B (Lobby of Administration Building) Consultant: William R. Windley Topic: Creativity as it relates to the need to learn and grow in a profession. 7:00 Dinner Meeting Carolina Hotel Pinehurst, North Carolina Presidina Bill D. Noland Invocation Miss Anna Smith Dinner Solo Russell L. Harrison Accompanied by J. Walter Green Professional Growth Blaine M. Madison Commissioner

Introduction of Speaker

Mr. Frank Scott Superintendent Stonewall Jackson School

Address

Mr. Clifton Beckwith **Executive Secretary** North Carolina State Employees Association

Raleigh

Presentation Miss Lillian Goodwin Cottage Parent Samuel Leonard School

Thursday, February 9, 1967

Breakfast

Presentation

Adjourn

8:00

Carroll Hall Open House at all Cottages, Academic School and Voc-9:00 ational School Group A. Convene in Staff Cottage Group B. Convene in Administration Building Joint Meeting of Group A & B 10:30 Administration Building Summations Presentation of Certificates Luncheon Meeting 12:30 Carroll Hall Presiding Warren A. Fllis Invocation Samuel Adams Lunch Introduction of Speaker Blaine M. Madison Commissioner North Carolina Board of Juvenile Correction Address Miss Marjorie Yokley President North Carolina Federation

of Women's Clubs

WORKSHOP PARTICIPANTS

GROUP A

*R. Vance Robertson Mae D. Holmes *Anna Smith Roosevelt Williams Hoyt Sloop James Hughes Bill Noland J. S. Prosser *N. E. Parker John Allen

Mary N. Hoyle

*William R. Windley

Esther Pearson

Consultant
Dobbs
Dobbs
Leonard
Jackson
Jackson
Center
Center
Morrison
Eastern
Samarcand

GROUP B

*Iva Jo Miskelly
Samuel Adams
*Lillian Goodwin
Paul Mann
Cora Mann
*Richard Bellamy
Frank Boyd
Herbert Foy
Lonnie Worrell
Edward Shultz
Fannie Caulk
Connie Brewer
Rena Salter

Consultant
Dobbs
Dobbs
Leonard
Leonard
Jackson
Jackson
Center
Morrison
Morrison
Eastern
Eastern
Samarcand
Samarcand
Administrative Office Secretary

^{*}Writing Committee





HONORABLE DAN MOORE

Governor of North Carolina

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DR. C. F. STROSNIDER

BLAINE M. MADISON

* * * *

Commissioner

WARREN A. ELLIS

Director of Cottage Life

MISS REVA MITCHELL

Superintendent Samarcand Manor

HARRY E. FISHER

Principal - Assistant Superintendent Samarcand Manor



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SAMARCAND MANOR

Eagle Springs
North Carolina

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GREETINGS

Greetings to this 6th Annual Workshop for Cottage counselors from the North Carolina Board of Juvenile Correction. What a delightful topic - CHALLENGE TO CREATIVITY. You have certainly challenged this member of your board -- so much that I have attempted to create a poem to express to you the real feeling of the Board for the Commissioner and the entire staff.

- G Gratitude daily for all that you do,
- R Rich words of thankfulness pledged each day anew.
- E Earnestly wanting to aid you all that we can,
- E Eagerly observing as you build the man.
- T Tribute we bring to the time you have spent,
- 1 Interest we display for the talents you've lent.
- N Need for your services we feel greatest or all,
- G God bless your efforts, both the great and the small.
- S Success we do will you as daily each starts,

Small lives to make over, to salvage small hearts.

So are our Greetings ----- gratefulness for your gigantic gifts.

Mrs. John L. Frye Member North Carolina Board of Juvenile Correction

FOREWORD

There is a rising tide of intelligent interest in the need for continued refinement of methods and principles of child care within the North Carolina Board of Juvenile Correction. The challenging quest for more knowledge by our cottage counselors is evidenced in their and in support of inservice training opportunities which they are afforded. The purpose of the Sixth Annual Workshop for Cottage Counselors is twofold; the continued refinement of our cottage program through bringing new knowledge and resourse people into our program to explore the realm of the creative cottage counselor; and a focus on staff develope resonsibilities of cottage supervisory personel within our program. The end result will foster a greater appreciation for our responsibilities and a greater awareness of the potentials of the student with whom we are privileged to work.



BLAINE M. MADISON

COMMISSIONER'S COMMENTS

Many years ago some wise people put into a great book, the Scriptures in fact, an admonition to various parts of the body. Now just because you are the eye, don't get the idea that you're the whole body, and because you are the ear, don't get the idea that hearing is the only thing that is important - and so on - talking to the various parts of the body. You must have the eyes in order to see. You must have the ears in order to hear. You must have the hands in order to work. You must have the feet in order to walk. You must have the heart in order to be compassionate. You must have the mind in order to think. The Scripture said let us pull all of these attributes together into one body so that co-ordinatively we can function for a particular objective. We are meeting today and for these days together to emphasize a Challenge To Creativity in a particular discipline. I wanted to use these Scripture admonitions to say this, that it is our concept, our philosophy, and our thinking that if we are to do the job for which we have the responsibility that we will have to use all the resources of all the disciplines. Cottage life is very important. Instruction is very important. Social work is very important. Cottage life, instruction, social work food service, recreation; we pull them all together into one combined united effort and then we can have a program. We can then determine our objectives and get on with the job - a child centered job.

This week we want to talk about challenge to creativity in group liv-

ing in cottage life. I am grateful to all of you who have provided leader-ship and service in this field, to Mr. Ellis who consistently provides good leadership, and the others; superintendents, directors of cottage life, cottage counselors, all of us together.

Several years ago we got the appropriations committee in the General Assembly to agree to give us enough money so that we could have one cottage counselor for each twelve and one-half students. When we got to that place we thought we had made real progress. We felt we had really done something big and it was something big. It was no easy task to have one full time classified counselor for each twelve and one-half students. Now on February 7, 1967, we have one cottage counselor for about seven and eight-tenths students. That is some fifty-five per cent decrease in the load of cottage counselors since we got that first allotment.

So I greet you here today on the threshold of our Sixth Annual Workshop for Cottage Counselors to say that I think such workshops as these have great potential for all of us. They are good for me. I have never gone away from a workshop like this without having felt that I ought to be more skillful; that I should have more refinement in the processes for which I have responsibility. It is a real joy, a real privilege, a real challenge to be associated with all of you in a dedicated effort to grow professionally. I am happy to be here and bring greetings and be a part of this Sixth Annual Workshop for Cottage Counselors.

ACKNOWLEDGEMENTS

The enthusiasm with which North Carolina Juvenile Correction personnel accept a challenge for doing a good job is usually reflected in a superior quality of performance. The superior quality of this workshop is a result of a combined effort of many people in all of our schools. To those who worked and gave of self and service in the completion of this workshop, the North Carolina Board of Juvenile Correction wishes to express sincere gratitude.

CONSULTANTS

R. VANCE ROBERTSON

Mr. Robertson currently serves in the capacity of Director of the Juvenile Evaluation Center in Swannanoa, North Carolina.

He received his undergraduate degree at Western Carolina College at Cullowee, North Carolina and completed requirements for the Graduate Degree in Guidance and Education at the University of North Carolina at Chapel Hill. Mr. Robertson taught in the Forsyth County Schools as a teacher, supervisor, guidance counselor, and classroom teacher prior to coming to Jackson Training School as Assistant Superintendent in 1950. In 1959 Mr. Robertson was promoted to the Central Administrative Office of the North Carolina Board of Juvenile Correction where he served as Supervisor of Social Services. He was appointed to his present position in 1961.

Mr. Robertson has distinguished himself both nationally and state-wide in the field of Juvenile Correction and brings a wealth of knowledge and experience to this workshop. His positive effects on the North Carolina Board of Juvenile Correction in-service training program will continue to be reflected as he serves as consultant to the Sixth Annual Workshop for Cottage Counselors.

WILLIAM R. WINDLEY

Mr. Windley has effectively served as Superintendent of the Samuel Leonard School, McCain, North Carolina since that school was opened in 1959. Prior to the above superintendency he served as Assisant Superintendent of Cameron Morrison School for approximately two years. His previous experience was in the field of Vocational Industrial Arts and Counseling for a period of approximately nine years at Cameron Morrison School.

Mr. Windley received his Graduate Degree from A and T College in 1954 and his undergraduate degree from the same institution in 1949. He has distinguished himself as an effective administrator in the State of North Carolina

We are fortunate to have a man with these leadership qualities and experiences to serve in the capacity of consultant to the Sixth Annual Work shop for Cottage Counselors.

WORKSHOP LEADERS

Blaine M. Madison - Commissioner of Juvenile Correction

COTTAGE WORKSHOP COMMITTEE

Warren A. Ellis Reva Mitchell Henry W. Parker

CONSULTANTS

R. Vance Robertson William R. Windley

FOR COTTAGE COUNSELORS

Dr. C. Wilson Anderson, Dean
School of Social Work
The University of North Carolina
Chapel Hill, North Carolina
Mr. Clifton Beckwith
Executive Secretary
North Carolina State Employees Association
Miss Marjorie Yokley, President
North Carolina Federation of Women's Clubs
Mount Airy, North Carolina

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Mr. Kenneth Carpenter
Dean Arthur E. Fink
Honorable Willard I. Gatling
Mr. Maurice Harmon
Honorable E.S. Heefner, Jr.
Miss Mae D. Holmes
Dr. Rudolph Jones
Dr. Alan Keith Lucas
Commissioner Blaine M. Madison
Honorable Terry Sandford
Honorable H.P. Taylor, Jr.



INITIAL LUNCHEON ADDRESS

The following address was delivered by Dr. C. Wilson Anderson, Dean, School of Social Work, University of North Carolina, Chapel Hill, to participants of the Sixth Annual Workshop For Cottage Counselors February 8, 1967, at Samarcand Manor.

"Welcome, Child - - - "

We would all like to think, I am sure, that growing up should be a meaningful adventure for children. It should have the excitement of learning, the thrill of uncertainty and suspense, the surprise of discovering one's self and one's ability. For too many children, however, growing up is not an adventure; it is a nightmare. It is an obstacle course. The youngsters who run this course are badly bruised and sometimes broken. And the course itself is frequently aimless, fruitless and, indeed, dangerous to the children themselves.

Many of these suffering youngsters come into your care. They are unhappy, difficult, rebellious, unloving, and often unlovely. They ask much of you without seeming to give anything in return. But then, they need you so much and they have so little of their own to give. How you find the inner strength and the love to reach out to them, day after day, I do not

know. But you do it and I know you do it with understanding and skill. That is why you are here today --to increase that understanding and skill.

As I thought about what I might say today than would be of help to you, I found my mind going back nostalgically to the simpler, more personal existence that the youth of some years ago knew. We were pre-war, pre television, pre-space age, pre-automation. Lite was complicated -it always is for those engaged with it-but certainly a lot more stable than it is now. Although we were to be cataputted into all the upheaval of World Warll. as high school and college students we were bussfully unaware of what the coming decades would bring. We were secure in a way that is no longer possible for today's children. We lived without the pressures and anxieties and great uncertainties that are the common lot of young people today. In those days the pace of change was not so breath-taking; the choices one could make were more easily identitiable; the standards and values were more precisely defined. It was, for a little while anyway, a time of security for young people. While we had problems, we could more readily find solutions since our environment was more fixed, the home and community tighter-knit, and there was more pattern and more direction in the way of things.

Yet this simpler security was itself unreal. For while it simplified the years of being a teen-ager, as young adults we were soon thrust into a whirlwind of change: the war, a population explosion, new patterns of economic and social change, outer space exploration and automation; much of which out-modes anything we had been prepared for. That little, secure world of long ago became obsolete and with its passing went much of our own confidence as individuals, as parents, and as citizens. We learned all too well that we could not predict the future for which we are obliged to prepare our children; our own or those for whose care we become responsible.

Perhaps this is why so many adults have surrendered so much of their parental responsibility to community institutions. The whirlwind of events has not given them time to get a sure footing, to find answers, values, and standards they could count on as enduring for the ever-changing present. We are hard put to set down guidelines for our children to pursue in the future we cannot know. There are few certainties today.

A story comes to mind which may illustrate what I mean. A customer in a toy store said to the clerk, "young man, I'm looking for a gift for a 4-year old. Do you have any toys that are indestructible?" "No," he replied, "not since the invention of the atomic bomb." Do you see what I mean? There was a bitter truth in his remark which cites the dilemma of our times How do we try to find for today's youth some "indestructibles" for today's and tomorrow's world.

This may seem a somewhat peculiar theme removed from day to day problems with which you must deal and from the kinds of children you must serve. Yet the adult is responsible for the child and I believe with Carl Sandburg that there is only one child in the world and that child's name is all children. Because we are the adults, we have a responsibility for helping children find their way in rapidly changing world.

When we talk about crime and delinquency, the rising rate of illegitimacy, the problems of the aggressive child, the disturbed child, the alienated child, the school drop-out, we are talking about the various manifestations of increasing alienation and disaffection which stem primarily from a single source. That source is found in society's sheer inability to provide the balance to the rapid pace of change. Not only is there a lack of social instruments to prevent and treat the dislocation children feel today, but there is a lack of parental solidity, and direction, and feeling of being in control of his environment. In the face of all this, how can we make the world--or at least that part of it which we are responsible--a comfortable place for children in which to grow and find direction.

"Who am I?" asks the child "Who am I, What can I be?" asks the teenager. And despite all the uncertainaties of the world in which we live we have a responsibility as adults to give questioning youth the answers to these questions.

Do we know some things for sure out of our own life experience that we can let him know about himself? Can we isolate some specifics that he can understand and accept as valid and meaningful out of his own experience? Are there directions we can offer which will help him find himself and relate responsibly to the people and the world around him?

I believe so. I believe the child forms his picture of himself from the way others react to him, from his experiences in handling successes and failures, from his increasing ability to internalize limits and values and expectations thus making them a part of himself. He forms his picture of himself from his reception by us as a person we value, invest ourselves in, have expectations from.

Somehow we must help the child learn that he is human and therefore that his progress will be marked by mistakes, small and large defeats, and by achievements. We have to let him know he wasn't born knowing everything there is to know, and that he must venture, make mistakes, in order to achieve.

Somehow we must help a child realize that while he is a unique individual, he is also participating in a shared human adventure. His quest for identity is not something strange nor alien to us. We do understand, that even as adults we are not all "polished off" and "finished up" to perfection. He isn't supposed to aim at where we are in our search, but simply to undertake his search. He has to know that we too are also asking, "Who am I"

"What is my purpose for being" I think he has to know this. Perhaps then we will not seem so alien and so talse to him. It we pretend to have arrived at a place where we are not; if he looks on the adult world and finds it falls short of what it purports to be in the goals it holds out to him, in the moral values it claims are right but does not demonstrate too well, he will think we are false prophets and too unreliable for him to trust, to place confidence in, or to find directions from.

Well, what **do** we say to him? I think that through our actions, our interests, our various ways of communicating with him, we say, "Look, you are a growing human being. I, too, am one. You are trying to find yourself. So am I. Whatever happens to one human being can happen to another. None of us can escape grief and joy. None of us is vulnerable to whatever human beings are vulnerable to. We all hunger, we all hurt, we all search."

We must let him know that just as he seeks security and sureness in order to be able to venture outward, so does everyone else. And that you have learned--as all of us must--that security is not the material goals we seek for ourselves, what we need for ourselves, what we want for ourpursue so dilligently but rather it lies somewhere in human relationships. And to succeed in human relationships we must appreciate that what we seek for ourselves, what we need for ourselves, what we want for ourif we know this-truly know it-we can convey that the basic business of being a human being, of sharing the human predicament, the human adventure, the human quest, is the same for everyone.

If each of us were to really examine our own experience and really look at what we are seeking and what has been the most meaningful, we would find the moments that have been the best moments are those that have had something to do with the confirmation of our own unique individuality. Confirmation that we were valued; confirmation that we have contributed to the human scene; confirmation that we were responsible and respected. In this examination we would find that our anxieties, our drives, our, hopes and fears about who we are now, becoming, and what more we will accomplish, contribute, achieve are the bright threds which run through our lives. Indeed, these threds are a golden, unbroken strand that continues throughout the experience of one generation after another. Rather than accept needlessly and absent-mindedly this business of being human and look frantically about us for what it is we must be pursuring, can we not take the time to examine the implications of the human experience and make conscious efforts to portray for children, to install in children, to demonstrate to children, that the pursuit of those qualities which make for the whole person is the business of our life and living?

If we were, like the fisherman in the fairy tale, to catch the enchanted

tish and be given one wish, and be assured if would come frue-and it that wish had to be one gill we might give our children, what would we select for them of all the things in this world? Think for a moment. We have only the one wish, the one gift, to select from all the abstract or tangible things of this world. What shall we wish for, knowing what we know about life?

We know from our own experience that each of us must taste deteat and triumph, loss and gain, grief and joy. Would we wish to exempt the child from these things which consisture a deep immersion into the common human experience? Do we want him to realize at the end of life that he has escaped the experience of such confrontations that are the very substance of life? I think not.

Can we want for him the eternal strength and flexibility-- some solid core--some strong teeling of worth and identity--that will assure his enduring the buffeting, the anxieties, the pressures, the erosions of human experience and carry him through with a feeling of purpose and wholeness? Do we wish for him the strength to bring him through to the end of the journey still intact, with a sense of having successfully navigated the storms and trials--that he comes through with a solid sense of idenity, undiminished in his sense or self?

I think this would be close to what we would want as a gift for each child. How can we give him such a gift? How can we really help a child, a teen-ager, know what is really usable in the art of relating to other human beings in constructive ways? What can we give him that will remain valid and can help him later to establish the good home life we want him to establish, become the good parent we want him to become, grow into responsible adulthood in a rapidly changing world?

No matter whether we choose to teach him the art of human relationships, no matter whether we choose to help the child in his search for idenity, we do so each day we come into contact with the observant, feeling chid. He is forming an opinion of us and the validity of what we have to say to him as he watches us go about the business of being human. We can negate what we really are, or we can confirm to him that we are, indeed, human, and that it is a worthwhile thing to be.

When the child or teen-ager walks into your institution, your cottage, your room, you cannot know what someday he will be. But you can be sure that this small chunk of humanity with all his potential ahead of him all his victories and defeats, is a human being, already on his quest for identity—asking himself, his peers, and you—"Who am I?"

We must let him know that he is the greatest asset of our nation, the future responsible adult of tomorrow. And I think with infinite patience, with tender understanding, and with abundant supportiveness, we can offer him that one gift for life. If we treat him like the valuable asset he is;

demonstrate for him what a responsible, caring adult is; communicate to him at every possible opportunity what it means to be human; what it means to support and confirm and value one another; we can give him that gift.

For when he asks, "Who am I?" we let him know that he is one of us; a human being capable of achieving unbelievable things; capable of developing his human-ness in many constructive and responsible ways; capable of relating to the other human beings around him, of meeting life's challenges, finding himself adequate to the task, and surviving as a whole person, still intact.

We say to him, "Here, child, welcome to the human adventure; let us pursue it together!"



SIXTH ANNUAL WORKSHOP FOR COTTAGE COUNSELORS

February 7, 8, and 9, 1967 REPORT OF GROUP "A"

Mr. R. Vance Robertson, Consultant
Writing Committee: Miss Anna J. Smith
Nehemiah E. Parker

Our Consultant, Mr. R. Vance Robertson, Director of the Juvenile Evaluation Center in Swannanoa, North Carolina provided resourceful leadership tor our group which was composed of superintendents, supervisors and Directors of Cottage Lite. He stated that our workshop discussions would center around the topic "Creative Staff Development- the Role of the Cottage Life Supervisor." After members of Group A had been given an opportunity to introduce themselves, our session started with the presentation of a bibliography from our consultant. (This bibliography is found at the end of this report.)

Our objective during the initial phase of our discussion was to review the organizational structure of the North Carolina Board of Juvenile Correction in order to develop in the mind of each participant resources to which he can turn in order to develope a creative staff. It was pointed out that in order to achieve effective programing, the supervisor must follow well-structured channels of communication.

The following responsibities of various levels of performance were noted:

- a. Parent Agency should provide dynamic leadership and supervision, which is geared to the co-ordination and continued refinement of the total program of juvenile correction, and programs, philosophy policies and guidelines.
- b. Administration (Local Schools) should interpret and provide philosophies, guidelines and provide effective supervision. At this level there may be developed unwritten policies oriented toward unique responsibilities of individual schools and which may provide greater opportunities for flexibility and creativity.
- c. Individual Staff each staff member must be willing to become a contributing part of the treatment team. He must contribute to the free flow of information and help in developing the total program for youngsters. He must also stimulate others to realize that the program is first and foremost a child-centered program.

What are some qualifications desirable in a Supervisor?

As we attempted to evaluate ourselves and our responsibilities, we felt that the following characteristics should be reflected if effective supervision is to be provided. The effective supervisor will possess a combination of formal training and appropriate experience in the tield of child care. He must have the ability to organize constructively and possess certain personality traits, (friendly, warm, understanding, aware of abilities of staff, etc.), which are desirable for effective communication. He must have ability to give clear, concise and consistent instructions. The ability to develop positive attitudes in staft, to know how and when to exercise authority and to understand individuals and their behavior patterns is very important. The good supervisor will strive to understand the philosophy of the institution and the parent agency for which he works and will strive to convey this philosophy to his supprainates, it will be necessary that he have the ability to make decisions, to tollow instructions, to accept criticism and have high standards of moral integrity. The various responsibilities of his position will necessitate the ability to work under pressure to increase factual knowledge and grow protessionally. He must be sensitive to the need for change and work to avoid resistance to change. He will reflect a willingness to change his own attitudes as well as the attitudes of others. His personal habits will reflect a person who is ambitious, loyal and prompt.

Creating a Healthy Working Climate:

Our group felt that it is imperative that a working climate be created and maintained where there is an awareness of the individual differences in staff, in the way they think, feel, act and that the program should be geared to use these differences most effectively. The subordinate staff member should be approched in a positive manner and negativism should be avoided whenever possible. Consistency is of prime importance in dealing with staff and each employee should be made to feel that he or she is a part of an on-going child-centered treatment team. Changes should be made only when a thorough evaluation of the need tor a change has been made and when the staff throughly understands the need for the change. After exploring and explaining a number of alternatives to a change and general agreement on the change has been achieved, the change should be made in order to evaluate its effectivenes.

Creating a Proper Climate for Staff Conferences

It was the consensus of opinion among members of our group that a regularly scheduled staff conference is a most effective way in enchancing communications. These meetings generally are scheduled weekly and are usually attended by the entire Cottage Life Staff for the purpose of schedling, dispensing general information, discussing mutual problems and giving general instructions.

To create a climate conducive to learning and the dispensing of necessary information, one should consider the following. (1) proper time and place, (2) freedom from interruptions and outside noise, (3) adequate time to complete the discussion of the subject at hand should be provided (4) the discussion should center on the topic at hand and a climate of open mindedness should be developed; (5) the program should be planned well and in advance if the meeting, (6) time should be provided for discussion and clarification of any material presented which the staff does not understand.

In-service Training Workshops

In order to keep abreast modern trends and techniques in the field of juvenile correctoin, it is necessary that new imformation be presented to as it develops. The importance of the workshop as a means and media for the dispensing of the new information cannot be overlooked. When workshops are planned and presented in a particular school, the following suggestions are offered.

(1) plan the workshop to meet the needs of the participants with specific goals in mind, (2) plan a program designed to hold the interest of the participants, (3) provide competent leadership, (4) make available factual information and adequate materials to fulfill the needs of the subject at hand, (5) have available the necessary resource materials pertinent to the

Workshops' topics are usually determined by administrators

Selecting the Type of Workshop

and / or supervisors after a particular need has been observed in a particular divison of the school or agency. The tollowing types of workshops have been effective at various times in each of our schools:(1) Lecture which may or may not be followed by goiup discussion, (2) Consultant, leading discussion groups, (3) Movie or tilmstrips followed by gorup discussions, (4) panel dicussions, (5) role playing, (6) demonstrations.

Again it is extremely important that we do not overlook the cumate in which the workshop is to be conducted. Attention is called to the suggestions relative to the physical surroundings which were made for conducting staff conferences. The physical surroundings should again reflect a setting that is free from interruptions, comfortable and where a relaxed atmosphere free from tension is prevalent.

Printed materials may be introduced at any stage of the development of the training program for staff. Care should ge taken that the material is pertinent to the area to be studied and considered at any time. It should be of such a nature that the staff recieving it can understand and comprehend it without a great deal of difficulty.

In-service Training - The New Employee

During the initial interview of prospective employees it is advisable to discuss the following: (1) general philosophy of the institution, (2) organization of the program,(3)brief description of duties and responsibilites (4) qualifications of the individual needed for the positon, (5) salary working hours, benifits, etc., (6) brief tour of facility, especially the area in which the applicant is interested, (7) review of the applicant's questions, (8) review of the applicant's qualifications, (9) the applicant should be given some definiate assurance of an interest or disinterest in his application, (10) review the application, be sure all information is properly given.

After an applicant has been employed and during the initial phase of his orientation program, the following suggestions are made: (1) review the general information given the individual in the initial interview in order that he may throughly understand information already given, (2) review throughly the job description with the new staff member and discuss it with him, (3) place in his hands any printed material which is available and will be helpful to him in the orientation process. Care should be taken not to overload the individual or give so much information that he cannot understand it. He should be made aware of the nature of each piece of material and how it relates to work he will be doing. (4) Set up a definite schedule for the individual during his orientation. He should be given definiate hours of work and know where and when he will be observing and the responsibilities for which he will be held during this observation. (5) He should be assigned to a key

individual in the department in which he will work who will demonstrate the routine activities. This key staff member should also be aware of what is expected of him and his responsibilities and limits in working with the new staff member. (6) Check periodically with both individuals in the work setting and evaluate progress. (7) Arrange scheduled conterences with the new staff member for the purpose of reviewing his progress and understanding of the program routine and his adjustment to the program. (8) Arrange conterences with the new staff member and the key staff member to which he is assigned to discuss development. (9) Arrange subsequent formal and informal conferences periodically with the staff member to discuss individual adjustment areas inroughout his tenure in the position.

It was brought to the attention of members or our discussion group that one plan for the orientation of new staff members is to schedule for them a specific meeting or meetings where they can have an opportunity to discuss mutal areas of interest and cover materials which would be repetitious for the older staff group. The following could be discussed (a) philosophy, (b) schedules, (c) rules, regulations, and procedures, (d) general dynamics and working with individual youngsters and (e) specific problem areas.

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COTTAGE LIFE WORKSHOP

SAMARCAND MANOR FEBRUARY 7, 8, 9, 1967

THE CREATIVE COTTAGE COUNSELOR: HIS CHANGING ROLE

Counsultant: William R. Windley

Workshop Group "B" was opened by our consultant Mr. William R. Windley commenting on the keynote luncheon address given by Dr. C. Wilson Anderson. Kicking off the Sixth Annual Workshop, Doctor Anderson stated that the child or children coming to us are asking, "Who am I?" Our consultant stated that he feels this question asked to us as Cottage Parents by the child could be answered to a large degree through his favorite poem by Mamie Gene Cole, "The Child's Appeal."

Our consultant then quoted the poem:

"I am the child.

All the world waits for my coming.

All the earth watches with interest to see what I shall become.

Civilization hangs in the balance.



For what I am, the world of tomorrow will be.
I am the Child.
I have come into your world, about which I know nothing.
Why I came I know not
How I came I know not
I am curious I am interested.
I am the Child.
You hold in your hand my destiny.
You determine, largely, whether I shall succeed or fail.
Give me I pray you, those things that make for happiness.
Train me, I beg you, that I may be a blessing

Copies of this poem were passed out to all participants and it was the opinion of the group that this poem to a large degree answered the question, "Who am I?", as well as challenged us to be more effective in our responsibilities of meeting the needs of our children. It was the concensus of the group that we will have to be creative to meet the challenge

as offered to us in this poem.

Our consultant stated when the school or cottage receives a child, it is like receiving a blank check, a check that is endorsed and negotiable for any value we choose to till in. We can till it in for zero value or for the tull value of the account. He stated, so it is with time children we receive, their lives in essence is a blank check, we hold the pen, we can till in their lives with zero value or we can be creative and till into their tull potential, whereby they will become self-respecting, law abiding, and productive citizens.

The first topic for discussion, "The Challenge to Creativity: The Changing Role of the Cottage Parent" was introduced by our consultant stating that from the dawn of civitization to the present, man has been continually challenged to be cerative if he is to (1) survive, (2) make things better for himself and (3) improve his services to his fellow man. Man's creativity in making fire and later the wheel revolutionized his way of living.

Today we are challenged in all walks of life to be creative. New products, new services, and new methods of performing current services are being developed almost every day.

Take the chemical field for instance, in any given year 30 - 40 per cent of the sales are products that were not in existence ten (10) years ago. In the course of one (1) year, not long ago chemical firms brought out 500 brand new products.

Progress is the law of the universe, the minute one ceases to progress whether they make goods to sell or provide services such as you do, they begin to fall back; for, if one remains changeless in this changing worldhis services become obsolete and he becomes a slave to routine.

Dr. Rudolph Jones, President of Fayetteville State College, stated in a speech "Creativeness in any occupation or profession is the difference between a mediocre person or a superior one. It is the difference between one who is outstanding and one who is only fair." An example of one in our field who was creative is Father Flannagan who said, "There are no bad boys."

As other occupations, professions and services have changed over the years so has the role of the cottage parent. The cottage parent's role has changed from the past of one of **custody only**, where little or no formal education was required or needed. Today the minimum qualifications are a high school graduate, requiring skills, techniques, and knowledge in careing for children. The future houseparents will have to be more sophisticated, will have to have sharp skills and better techniques. In the past the cottage parent was expected to assume other full time responsibilities and

provide only the minimum basic needs of food, clothing and shelter. Today they assume a more dynamic and important role as a member of the treatment team. As a member of the treatment team the cottage parent has a area of responsibility. That is, he or she is a tuil time cottage parent whose duties and responsibilities are primarily within the Cottage Life Department. In this new role as a member of the treatment team the cottage parent to be effective must be creative.

WHAT THEN IS CREATIVITY?

Discussion revealed that "creativity" could be use of ones past experiences in such a way that new combinations of efforts are used to try to reach ideal outcomes. Other definitions could be:

- 1. To produce from imagination.
- 2. The presentation of a new or different approach or concept of
- 2. doing things.
- 3. To inovate.
- 4. To be progressive in one's thinking and actions.

The group decided a good working definition of creativity for cottage parents would be: "The ability to see the need for change and the resourcefulness to devise an effective means to create desired outcomes

Discussion centered on-How does the cottage parent assume the role of a member of the treatment team? Treatment was defined in several ways.

- 1. Treatment is the means of accomplishing the goals of rehabilitation held for each child in the institution.
 - 2. The total effort made by the school to rehabilitate the child.

Treatment means helping a child by providing a new and more satisfying experience. It is providing an environment in which all activities are directed to getting the child ready to be a law-abiding, self respecting citizen. It covers every aspect of the child's institutional life and involves the total staff.

Treatment incompasses more than training for: Training is the establishing habits, teaching certain skills, and interpreting to the child the roles of the school and society.

As a working definition of treatment for cottage parents the group defined treatment as: discovering what has caused the child's troubles, and on the basis of this knowledge, attempting to meet his or her needs, personally or through referral. The cottage parent; therefore, as a member of the treatment team has an excellent opportunity to establish a meaningful relationship with each child, for it is in the cottage that the child spend substantial amount of his time. Isasmuch as treatment occurs through relationships it is essential that the cottage program be planned to provide healthy and meaningful opportunities for treatment. In order

to avoid boredom each experience can be meaningful and have treatment value if properly handled.

Characteristics of a Creative Houseparent

- 1. He must be sensitive to the needs of children and their physical surroundings.
- 2. He must be able to recognize the need for change.
- 3. He must not have close-mind-its.
- 4. He must not be resistant to change.
- 5. He must not be a slave to routine.
- He must be alert:
 Look for ideas as he moves about.

 Look for resource materials on campus and elsewhere that can be used to make his cottage more attractive, or for student crafts.
- 7. He must be imaginative.
- 8. He must be resourceful.
- 9. He must have initiative, drive and foresight.
- 10. He must be analytical Think through problems, know your child ren, their potentials, strength, weaknesses, problems, desires, hopes and aspirations.
- 11. He must be persistant _ Don't give up easily.
- 12. He must not become a victim of "peer-control-its" (failure to do because of what others might think.)
- 13. Keep abreast of the times.
- 14. Be enthusiastic in your work- this will generate enthusiasm among your students.
- 15. He must remember that nothing will work if he dosen't.

CREATIVITY AS IT RELATES TO THE NEED OF STUDENTS

The development of the proper personal relationship to each individual child and to the group as a whole should be the major concern of the cottage staff.

As a result of his interest in each child through proper example and by providing interesting and varied activities, the cottage parent can contribute much to modifying a child's attitude towards both himself and society.

Students in a correction and training school have many and varied needs.

These needs were categorized as:

I. Physical Needs

- Food well-balanced, attractive and ample diet is of great importance in the rehabilitative process. Our responsibility is to encorage children to try new foods, to eat all foods, and teach them table manners. This is challenging indeed and one must be creative.
- Shelter Beauty is therapy. Children appreciate and need an attractive, well-kept, orderly and comfortable physical surrounding. Creativity plays a major role in meeting this need.
- 3. Clothing One of the vital essentials in the effective treatment of children with whom we serve is adequate and attractive clothing. Get away from unformity or sameness. Attractive clothing enhances one's self esteem. The developing of self esteem is basic to the whole rehabilitative process. Clothing is one means by which youngsters express their individuality. Remember it is difficult for a student to see himself as a somebody when he is dressed as a nobody.

II. Emotional Needs

- Love Everyone wants to be loved or feel wanted. However, this love should demonstrate fairness, and a sense of forgiving. It should also place proper and appropriate limits on the actions of the students.
- Understanding The cottage parent must know the child to the degree that he should also place limits on the actions of the child.
- Security Each child has the need to know that he is protected and the need to belong. To develop to the limits of his capabil-













ities he must feel secure in his actions. Limits must be set and consistently adherred to for children to feel secure.

4. Responsibility - Children need responsibilities; however, they should be within their abilities. Good attitudes toward work and good work habits are important in instilling values in children.

III. Spiritual Needs

Moral training is a basic need for children. We can expose the child to this through example and programs.

IV. THE NEED FOR A SENSE of CREATIVITY

The difference between man and lower animals is his ability to think and to put such thoughts into action. "We term this the power of the thinking hands." The proper use of leisure time is important in our rehabilitative process. Children should be encouraged and opportunities should be provided for our students to display their native ability and increase their skills as a means of self expression.

V. Educational Needs

Education is a vital part in our rehabilitative program. Each child must be educated in order to function successfully in our increasingly technological and complex society.

CREATIVITY AS IT RELATES TO NEEDS OF CO-WORKERS

All cottage parents in a cottage must develop their talents to the degree that each can bring something into the corrage that will be meaningful and interesting to the students. Children need to relate to warm and exciting adults.

The Cottage Life Program is frequently called the hub or core of the treatment program. The degree of success in helping our children improve values, attitudes, and behavior, depend largely on the climate of the cottage and the attitude and skills (creativeness) of the cottage parent.

Harmony or togetherness among cottage parents is a pre-requisite to an effective dynamic cottage program.

It is of paramount importance that we realize that all individuals are different with different personalities, habits, ways of doing things, attitudes, skills, backgrounds and many other differences. It is necessary that, for a harmonous relationship, each cottage parent respect the rights and feelings of each other.

Cottage Parents or the cottage program serve as the primary area of identification since students are in contact with cottage parents more hours per day than with any other member of the personel.

Cottage Parents, therefore, play an important role in setting the tone

of the institution as well as the proper examples before children. You are observed regularly as to how you dress, how you observe rules and regulations. You are observed to see if you are courteous, kind, interested in your work, thoughtful in dealing with others, how you behave when something goes wrong, and your taste and cultural values. You are their example.

Adults have basically the same needs as children. This must be reconized and rememberd in our relationships and interactions with each other Our relationships as adults will be reflected in our children in the same positive or negative manner in which we get along.

Some things we must do in order to be creative with our co-workers are:

- 1. You must be sensitive to the feeling and needs of your co-workers.
- 2. You must be receptive to ideas of co-workers.
- 3. You must give recognition when due..
- 4. You must be warm, giving and accepting.
- 5. You must be flexible.
- 6. You must carry yourself in a manner that gains respect, not lose it.
- 7. You must be understanding.
- 8. You must be tactful and diplomatic.
- 9. You must be cooperative and share the responsibilities.

Remember, cooperation is "not so much learning how to get along with others as taking the kinks out of yourself so that others can get along with you."

CREATIVITY AS IT RELATES TO THE NEED TO LEARN AND GROW IN A PROFESSION

With the changing rule of the cottage parent from custody only to a member of the treatmenet team, a new class of employees was born, that being the "Professional Houseparent." The group adopted the following definition for professional:

Professional means - A person engaged in a livelihood requiring Professional means - skills, quality, knowledge; not amateurish.

As a professional and in order to maintain quality it is necessary to constantly:

- 1. Sharpen your skills.
- 2. Gain new insights.
- 3. Increase your knowledge.
- 4. Keep abreast of modern trends, concepts and philosophies.
- 5. Learn new techniques.

All professionals regardless or their area of specialization, in order to be effective must continue to grow. It has been said that the measure of one's potential is their capacity for professional growth.

Dr. Alan Keith-Lucas, in discussing the 'professionalism" of the houseparent position, has not only recognized the importance of houseparents accumulating knowledge and information important to their work but has stressed their acquiring more knowledge of themselves and their own problems in relating to the very complicated and responsibile job with which we have entrusted them. He has proposed that "the truly professional person in the field of human relations is the person who uses his knowledge, be this great or small, with disciplined feelings, that is, in such a way that it is helpful to others rather than meeting his own needs."

Cottage Parents should never forget that our profession is no more or no greater than the one's who make it up. Knowledge and character grow together by thought, and by self discipline. The ability to learn and profit by knowledge is one of the character traits that we have to work on all the time.

In order to learn and grow in our profession, we must be creative. We must not become a slave to routine. You must be curious. You must be inquisitive. Man is innately curious and this curiosity coupled with resoucefulness can produce astounding creativeness.

Houseparents are engaged in the highly complicated field of human behavior. What is good and will work for one child will not in all probability work or be good for another child, for each child is a different individual with different needs, requiring different approaches. Therefore, it is of utmost inportance that the houseparent increase his or her professional skills in order to be effective.

This is a changing world, things and methods which were modern yesterday are obsolete today, things and methods which are modern today will be obsolete tomorrow.

New concepts and philosophies are coming into being daily. Cottage parents, as other professionals, will have to keep abreast of the times.

An Engineer who received his Bachelor's Degree in 1940 stated, "I had 25 years before becoming obsolete, engineers graduating today have only 5 years."

Professional growth today is the key to continued usefulness and effectiveness. One must continue to learn and to grow in his profession or remain changeless in a changing world (in-effective.)

This learning and growth can be received through:

- 1. Use of book-mobile and community library services.
- 2. Field trips.
- 3. Films
- 4. Courses at Community Colleges or extension courses from colleges and universities.
- 5. Membership in professional organizations.

There is no substitue for experience. The longer one remains at a task or responsibility, the more proficient he should become. This is very true with one dealing with human behavior.

The forming of meaningful relationships with students is very important in the rehabilitative process. Meaningful and lasting relationships occur only when there is tenure among the personal. Stability among the staff is an important key to the forming of relationship. Students who are among a stable staff do not have to undergo constant adjustments to different adult personalities. Among a stable staff the student:

- 1. Feels more secure.
- 2. He identifies and relates better.
- 3. He adjusts to the program more readily.
- 4. He has a better sense of belonging.

As professionals we are obligated to give job tenure and learn and grow in our profession.



FINAL LUNCHEON MEETING

DINNER MEETING AT CAROLINA HOTEL

Workshop participants were treated to a very enjoyable and intertaining evening at the Carolina Hotel in Pinehurst, North Carolina on February 8, 1967. After an enjoyable dinner, two songs were presented by Mr. Russel Harrison, Cottage Parent Supervisor at Leonard Training School. Mr. J. Frank Scott, Superintendent, Stonewall Jackson School, then set the tone for an evening of light entertainment in his introduction of the guest speaker, Mr. Clifton Beckwith, Executive Secretary to the North Carolina State Employees' Association.

Mr. Beckwith was superb in his presentation—as he kept the audience in continuous laughter for more than an hour. It can be assured that workshop participants left the meeting with a greater respect for the versatility and abilities of the Executive Secretary of our State Employees' Association and a greater appreciation for the need for developing a proper—balance between the humorous and the serious as we discharge our responsibilities in the service to young people—committed to the North Carolina—Board of Juvenile Correction.



Miss Marjorie Yokley, President of the North Carolina Federation of Womens Clubs, presented the closing address at the Sixth Annual Workshop for Cottage Counselors. Miss Yokley centered her remarks around three Keys to Success, Live, Love, and Learn, which the North Carolina Federation of Women's Clubs use as a theme. Miss Yokley related the cooperative working programs now in existence between the Federation and the Board of Juvenile Correction and emphasized the need for continued mutual support for the betterment of the child. She pledged the continued support of the North Carolina Federation of Women's Clubs as she outlined the broad field of services in which Federation Clubs are active. The following notes were taken from Miss Yokley's address.

"We share something in common ; we are building with youth - with young people who need some extra help - some keys to succeed in life."

and

"Our club members have learned of the work you are doing, the importance of it and the need that exists. They have lived in the community with these young people, and have found that they could not meet

their needs locally. We need to band together and help to rehabilitate."

"Madam Currie once said, 'You cannot build a better world without first improving the individual.' To that end each of us must work for his own improvement and at the same time share a general responsibility for all humanity."

FILM: HOW TO CONDUCT A DISCUSSION

Workshop participants were shown the above film which summarized the results of a number of groups who studied and analyzed themselves. The tollowing pasic principles essential for good discussion were analyzed and demonstrated:

- 1. The physical setting for the discussions should be such that members of the discusson group are comfortable.
- 2. There should be good social comfort a relaxed social atmosphere.
- 3. The discussion leader should have a basic plan to follow but should provide for flexibility and balance.
- 4. There should be direct interchange between group members.
- 5. The paths of progress should be kept open for all members.
- The experiences of members should be used to enhance discussion. Respect the dignity of each member.
- 7. All members of the group should assume responsibility for the conduct of the group.
- 8. All members of the group should understand the immediate and ultimate goals of the discussions.
- 9. Methods and procedures should be as varied as possible.
- 10. The group should base its disscusion on fact and experiences alone.
- 11. All members should strive for self improvment and improvement of the group.

The following films are available through the North Carolina Board of Health film library, Raliegh, North Carolina, and were recommended for use in our cottage life program:

ACTIVTY GROUP THERAPY
ANGER AT WORK
BOY WITH A KNIFE
I JUST WORK HERE
THE HICKORY STICK
AGE OF TURMOIL
DISCIPLINE AND THE ADOLESCENT
EMOTIONAL MATURITY
MEANING OF ADOLESCENTS
MEETING THE NEEDS OF ADOLESCENTS
PHYSICAL ASPECTS OF PUBERTY
SOCIAL ACCEPTABILITY
THE TEENS
DANCE LITTLE CHILDREN

WORKSHOP SCHEDULE

Tuesday, February 7, 1967

11:00 - 12:30 Registration

Administration Building

1:00 Luncheon Meeting Carroll Hall

Presiding Warren A. Ellis

Invocation N. E. Parker

Lunch

Music Samarcand Manor Chorus

Directed by Mrs. Thelma Alpert

Fashions Created and modeled by students of

Samarcand Manor Vocational Home Economics Department under the direction of Mrs. Amelie Sheffield.

Introduction of Consultants and Special Guests

Warren A. Ellis

Welcome

Miss Reva Mitchell

Greetings

Mrs. John L. Frye Member North Carolina Board of Juvenile Correction

Dr. John R. Larkins Member Advisory Board to North Carolina Board of Juvenile Correction

Dr. H. Douglass Sessoms, Chairman Recreation Curriculum, Department of Sociology and Anthropology University of North Carolina Chapel Hill

Mr. Carl Staley
Assistant Director

Division of Child Welfare North Carolina Department of Public Welfare Raleigh

Miss Eleanor Poole
Editor
Career Magazine
North Carolina State Personnel Department

Introduction of Speaker

Blaine M. Madison
Commissioner
North Carolina Board
of Juvenile Correction

Address

Dr. C. Wilson Anderson, Dean School of Social Work The University of North Carolina Chapel Hill, North Carolina

Presentation

Adjourn

3:00 - 5:00 First Workshop Session

Group A (Lobby of Staff Cottage) Consultant: R. Vance Robertson Topic: Staff Development

Group B (Lobby of Administration Building)

Consultant: William R. Windley

Topic: The Creative Cottage Counselor: The Changing

Role of the Cottage Counselor

6:00 Buffet Dinner Mitchell Hall

7:15 Film: How to Conduct a Discussion

School Auditorium

8:00 Reception for Consultants

New Cottage

Wednesday, February 8, 1967

8:00 Breakfast

Carroll Hall

9:30 - 11:00 Second Workshop Session

Group A (Lobby of Staff Cottage)
Consultant: R. Vance Robertson

Topic: Staff Development

Group B. (lobby of Administration Building)

Consultant: William R. Windley

Topic: Creativity as it relates to the needs of students

and co-workers

12:00 Lunch

Carroll Hall

1:30 - 4:30 Third Workshop Session

Group A (Lobby of Staff Cottage)
Consultant: R. Vance Robertson
Topic: Staff Development

Group B (Lobby of Administration Building)

Consultant: William R. Windley

Topic: Creativity as it relates to the need to learn and

grow in a profession.

7:00 Dinner Meeting

Carolina Hotel

Pinehurst, North Carolina

Presiding

Bill D. Noland

Invocation

Miss Anna Smith

Dinner

Solo Russell L. Harrison

Accompanied by J. Walter Green

Professional Growth Blai

Blaine M. Madison

Commissioner

Introduction of Speaker

Mr. Frank Scott

Superintendent Stonewall Jackson School

Address

Mr. Clifton Beckwith Executive Secretary North Carolina State Presentation

Employees Association Raleigh

Miss Lillian Goodwin Cottage Parent Samuel Leonard School

Thursday, February 9, 1967

8:00 Breakfast

Carroll Hall

9:00 Open House at all Cottages, Academic School and Voc-

ational School

Group A. Convene in Staff Cottage

Group B. Convene in Administration Building

10:30 Joint Meeting of Group A & B

Administration Building

Summations

Presentation of Certificates

12:30 Luncheon Meeting

Carroll Hall

Presiding Warren A. Ellis

Invocation Samuel Adams

Lunch

Introduction of Speaker Blaine M. Madison

Commissioner

North Carolina Board of Juvenile Correction

Address Miss Marjorie Yokley

President

North Carolina Federation

of Women's Clubs

Presentation

Adjourn

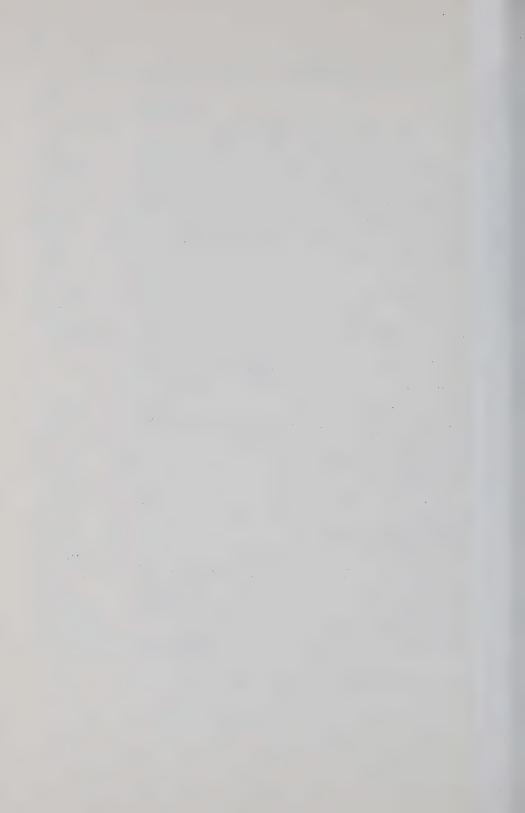
WORKSHOP PARTICIPANTS

GROUP A

*R. Vance Robertson	Consultant
Mae D. Holmes	Dobbs
*Anna Smith	Dobbs
Roosevelt Williams	Leonard
Hoyt Sloop	Jackson
James Hughes	Jackson
Bill Noland	Center
J. S. Prosser	Center
*N. E. Parker	Morrison
John Allen	Eastern
Mary N. Hoyle	Samarcand

GROUP B	
*William R. Windley Esther Pearson *Iva Jo Miskelly Samuel Adams *Lillian Goodwin Paul Mann Cora Mann *Richard Bellamy Frank Boyd	Consultant Dobbs Dobbs Leonard Leonard Jackson Jackson Center Morrison
Herbert Foy Lonnie Worrell Edward Shultz Fannie Caulk Connie Brewer Rena Salter	Morrison Eastern Eastern Samarcand Samarcand Administrative Office Secretary

*Writing Committee



HONORABLE DAN K. MOORE

Governor of North Carolina

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